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## **Language Shift in Employment and The Workplace in Kazakhstan**

CEERES Master's Thesis



*Figure 1: Trilingual signage written in Kazakh (in Latin alphabet), Russian and English outside the National Museum of the Republic of Kazakhstan, Astana, Kazakhstan, May 2021. Source: Tara Iona Matthews*

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Tara Iona Matthews

7<sup>th</sup> February 2023

Almaty Kazakhstan

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## Preface

The inspiration for this thesis was the child of two experiences. First, my undergraduate studies at the University of Edinburgh where I pursued a joint honours degree in Chinese and Linguistics. As part of my honours classes, I completed a course called the Sociolinguistics of Bilingualism, where we were introduced to the study of language planning and policy. I became fascinated by the link between language and politics and the idea that language use could be in some way “planned.” For the final submission for this course, I chose to write an essay about language in education policies in Malaysia, where the government has struggled choosing between whether to conduct STEM education in English or Malay. I was fascinated by the contestation between “matters of pragmatism” and the desire to promote pride in Malay identity and language.

The second is from a woman, Sabina, who I met whilst working as an English as a Foreign Language teacher in Baku, Azerbaijan in 2019. She was in around her late 40s or early 50s and had grown up in the Soviet Union. Although she was ethnically Azerbaijani, she had grown up speaking only Russian. When the Soviet Union had collapsed, she had found it a necessity to learn Azerbaijani to get a decent job. Although she had a successful job in a respected company and had been using Azerbaijani professionally for the best part of thirty years when I met her, she still did not feel fully comfortable in the language. She even said that she felt more comfortable speaking English than speaking Azerbaijani. This led me to wonder if others in the former Soviet Union had shared similar experiences. This research project developed from there.

This has been my first experience in conducting a social sciences research project and has been confronted by many challenges – most notably the COVID-19 Pandemic. Although I acknowledge the gaps in my abilities as a researcher, particularly in developing more soundly the links between theory, methodology and data, I am pleased with the personal development I have made in understanding of academic research, especially considering where I began this journey. I hope to be able to develop and improve these skills at doctoral level in the future where I would like to continue researching language policy and issues in the former Soviet space, perhaps exploring their relationship to some of the themes that have emerged in this research such as the impact of the Russian invasion of Ukraine or economic development in

Central Asia. I thoroughly enjoyed the data collection part of this research and hope that the reader will find as much interest in reading about this topic as I did in researching in.

A handwritten signature in black ink, appearing to read 'T. I. Matthews'.

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Of course, a sincere and huge thanks to all the research participants. Thank you for your willingness to share your insights, knowledge, and experiences and for the time you committed to completing surveys and interviews. A special thanks to Juldyz Smagulova of KIMEP University whose previous research provided a significant amount of the background to this project and to whose work I kept returning throughout the writing process.

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Thank you finally to my Dad, David Matthews, who imparted all his best Excel knowledge, providing significant assistance in the production of the Results and Analysis

section of this thesis. Thank you also for your help with proofreading. Without your love of discovery and constant encouragement to learn and grow over my life, this thesis or choosing to pursue a Master's degree would never have happened.

*I would like to dedicate this work to my Mum, Dawn Irvine, who sadly was not here for this part of my journey but whose advice and words of love, support, pride and encouragement have been with me throughout this entire process.*

## Abstract

Addressing the case of Kazakhstan, this research explores the possibility of an economically “non-dominant” language with symbolic value becoming more dominant in a linguistic hierarchy against the backdrop of more “powerful” language varieties, particularly in domestic economic contexts. Through novel survey and interview data, addressing the usages of and attitudes towards languages in employment and the workplace in Kazakhstan and the concepts of language commodification and social dynamics of language use, it explores four possible scenarios of language shift. It finds early evidence for a possible future language shift towards Kazakh and a continued move towards English in these contexts. This is largely attributed to a general growing desire to learn and use Kazakh for cultural and identity-based reasons and the significant numbers of children now coming through Kazakh-medium of instruction schooling, as well as some interest in Kazakh language services and products. The Russian invasion of Ukraine is also noted as a possible influence. It also identifies the factors limiting the development of Kazakh in these fields and proposes means to rectify these issues, which could also be of benefit to the general development and diversification of the Kazakh economy.

**Keywords:** *language policy, language shift, language and economy, commodification of language, language value, linguistic capital, human capital*

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## Introduction

Language shift tends to move in the direction of more powerful or globally dominant language varieties, usually towards those with real or assumed economic, or instrumental value. However, in certain contexts, local language policies aim to increase the usage and status of a language without these kinds of values. These languages may have other kinds of value such as identity or symbolic value. Kazakhstan is an example of such a context, where language policies implemented since the collapse of the Soviet Union have aimed to elevate the usage and status of the titular national language. The Kazakh language, although now seemingly cemented in Kazakh society as a cultural and national identity marker, competes with two more “economically powerful” language varieties – Russian and English. Russian is firmly historically rooted in Kazakh society and English is becoming more prominent in the context of Kazakhstan’s integration into the global economy. This thesis explores what happens in contexts where languages with more symbolic worth are in competition with more economically salient varieties. Specifically, it explores what happens in local economic contexts concerning these languages using the case of Kazakhstan and by asking three questions:

- 1) *What are the actual uses, roles, functions and attitudes towards different languages in securing employment and in the workplace in Kazakhstan?*
- 2) *To what extent can a rearranging of linguistic hierarchies be seen in employment and the workplace in Kazakhstan?*
- 3) *What insights can this data and research give us about the success of language policy implementation, its hidden advantages and disadvantages, and considerations for policymakers in language policy implementation in Kazakhstan? Generally, what can it contribute to theories of language policy and language shift?*

To answer these questions, it uses novel survey and interview data which identify the uses of and attitudes towards Kazakh, Russian, English, and other languages in employment and the workplace in Kazakhstan. It uses the data collected from these surveys and interviews to analyse the likelihood of four possible scenarios of language shift in economic and broader

contexts occurring. These findings are then used to identify policy recommendations and make broader contributions to language policy and language shift theory.

Whilst this research identifies that the Russian language is still predominant in employment and the workplace in Kazakhstan, it also finds early evidence for a possible future language shift towards Kazakh and a continued move towards English in business and economy in Kazakhstan. It also identifies how Kazakh is currently used in employment and the workplace in Kazakhstan, specifically as a tool of communication with customers and in translation activities. The general shift towards Kazakh is largely attributed to a broader growing desire to learn and use Kazakh for cultural and identity-based reasons and the significant numbers of children now coming through Kazakh-medium of instruction schooling. The Russian invasion of Ukraine is also identified as a possible reason for rapid changes in attitudes towards Kazakh and an increased desire to use the language in more domains. It also identifies the factors limiting the development of Kazakh, including poor professional Kazakh skills and a lack of academic and scientific literature in the language and proposes means to rectify these issues. It suggests how solving these linguistic issues could provide an opportunity for the development of the Kazakh economy.

This thesis begins by addressing in more depth the relationship between language policy, language shift and economic factors and elaborating on the research problem. It then identifies why Kazakhstan makes a suitable case study for this research problem and further refines the research aims and questions. Next, it explores the contextual sociolinguistic background of Kazakhstan further and reviews the previous sociolinguistic research conducted in the country. It then introduces the theories and concepts used to guide this study. Finally, the results of the data collection, their analysis and further discussion are presented.

## Research Problem: Language Shift and Economic Factors

It is widely agreed amongst language policy scholars that explicit, top-down language policies, whether at the state, regional, organisational or another level, are insufficient alone to determine the linguistic repertoires and use of language in individuals, societies, organisations or other bodies (Johnson, 2013b; Schiffman, 1996; Spolsky, 2021a; Tollefson & Pérez-Milans, 2018). In cases where the aim of a language policy is to bring about language shift - either through promotion of a new language variety or deterrence of using another (typical orientations of language policies (Wiley, 2012)) - they are not the only factor that determines the successful implementation or outcomes of these policies. Multiple other social, political and economic factors must be taken into consideration when putting in place or analysing the outcomes or relative success of such policies (Johnson, 2013a; Spolsky, 2021a; Tollefson & Pérez-Milans, 2018). Conversely, these factors may also strongly influence the decisions made by language policy creators (Cooper, 1989).

In *Rethinking Language Policy*, Bernard Spolsky (Spolsky, 2021a), addresses how factors various micro and macro level domains and communities influence the linguistic repertoires, hierarchies, environments, motivations and choices of individuals and societies. His view emphasises not only the extent to which these different levels can influence language policy or language shift outcomes, but also posits that at each level there are language policies in and of themselves. The notion of language policies existing at multiple levels is one supported by other language policy scholars (Johnson, 2013b; Kaplan & Baldauf, 1997).

Spolsky, has developed a model of language policy analysis in which language policies consist of three parts. Although this model has been refined over time, the three components have remained the same - language policies themselves, actual use of languages in practice, and beliefs and ideologies about languages (Spolsky, 2003, 2009, 2012, 2019). In Spolsky's definition, the "language policy" component, consists of "*any specific efforts to modify or influence [the] practise [of language] by any kind of language intervention, planning or management*" (Spolsky, 2003). Language policies therefore do not just include government level official language policies but may, for instance, include classroom management practises by teachers to sway children to use certain linguistic varieties in class, or strategies used by bilingual parents to teach their children more than one language. Although Johnson (2013b) cautions against overstretching the concept, the point is clear: language policies can take many

forms. Language practises are how languages are actively used either in speech or writing and the beliefs or ideologies about language are what people think about a particular language or language variety. These beliefs and ideologies can lead to the assignment of values or prestige to languages. They can also either influence, or be influenced, by language practices. Language policies can also either seek to change or solidify them. Other scholars, such as Schiffman (1996), also put emphasis on the “non-policy” components of language policy. In Schiffman’s definition, “ideas, values, beliefs, attitudes, prejudices...” about language, all of which he summarises as being the “linguistic culture” of a society, are a key element underlying explicit policies. He places emphasis on the fact that this “linguistic culture” cannot be abstracted from the study of language policy and sociolinguistics. Importantly, he also notes that language policy is a social construct. In summary, multiple non-linguistic factors affect the implementation of language policies and attitudes, beliefs and ideologies and the values that stem from these attitudes about language also play a significant role in their implementation.

The role of social, political and economic factors in language policy is examined in two of the chapters of *Rethinking Language Policy - Neighbourhoods and the Workplace* and *Economic Pressure and Neoliberalism*. These chapters outline the role of the economy, business, employment and the workplace in influencing linguistic repertoires and change in societies. Spolsky argues that economics is a powerful factor influencing language policy and linguistic change - a view that has been echoed by many other scholars (Grin, 2003; Johnson, 2013a; Tollefson & Pérez-Milans, 2018; Wright, 2012). Demonstrating this relationship, Spolsky notes (2021c): “...*home language policy can be influenced by the prospects for employment.*” An extreme example of this can be seen in South Korean families who move their families abroad to learn English (Spolsky, 2021b; Tsung & Cruickshank, 2010) with the aim of helping improve their children’s future employment prospects. This demonstrates the strength of economic variables on language to the extent that their influence can trickle down into other domains. The relationship between economic factors and language is so significant that it has even generated its own emerging field of study - the economics of language, led by scholars such as Grin, Vaillancourt, Chiswick, Miller and Gazzola.

To demonstrate this point further, another salient and early example of the interaction between economic factors, language policy and its outcomes can be found in post-Revolutionary France. Prior to the French Revolution, the territory of France was a highly diverse, multilingual entity. Following the 1789 Revolution, there was a strong top-down push

from the state to unify France, as part of their nation-building strategy, through a singular language by using language policies and educational reforms (Wright, 2012). In part this was led by a rhetoric that anyone who did not speak French was a “potential enemy of the Revolution”. Equally however, it was determined by Revolutionaries that knowledge and use of a singular language was a necessary component of a democratic state, as it allowed individuals to take part in democratic processes and exercise their political power. Revolutionaries were critical of the pre-revolution multilingual make up of France, saying that it had suited the former monarchy to rule over a fragmented, multilingual state and that this had, in part, allowed them to maintain power. However, as Wright notes, these policies and rhetoric were not the only influence that created the highly monolingual modern state of France that we see today. At the grassroots level, the concurrent process of industrialisation was instrumental in the spread of French. Individuals moving from rural areas (where individuals typically spoke different dialects), to urban areas for work in factories were motivated to speak French to communicate in the workplace. Furthermore, knowledge of French became a means of social mobility, as it became a way to access employment and other economic opportunities. Although it is impossible to say what would have happened in the absence of the push of industrialisation in changing the linguistic situation in France, as Wright (2012) herself notes: “*Language policy makers and planners should note this. History shows us that successful language policy is always in accordance with other social phenomena and reinforced by them.*”

In more modern examples, this relationship can be seen through the spread of the English language as the primary economic *lingua franca* which was driven by the economic dominance of the US in the 20th century (Schroedler, 2018). It can also be seen in the increased global interest in learning Mandarin Chinese (Tsung & Cruickshank, 2010), as China has grown to become the world’s second largest economy.

A major way in which this relationship between language and economy transpires is through the values which are assigned to languages. The assignment of these values generally causes language shift towards “*powerful or global language varieties*” (Spolsky, 2021b), as demonstrated by the examples of English and Mandarin above. These values may be *real* or *assumed* and are spread through ideologies about certain languages or language varieties - the beliefs, attitudes or ideologies component of Spolsky’s language policy model. The *real* value is usually tied to some kind of quantifiable economic indicator such as individual earnings, and

the *assumed* value is related to the “*perceived economic power of languages*” (Schroedler, 2018). *Assumed* values are usually attributed to languages used by stronger economic powers and may or may not result in material benefits for an individual or business, depending on various factors. In either case, they are powerful motivators for language shift.

Spolsky also addresses the distinction between integrative vs. instrumental motivations of language learning. First introduced by Gardner and Lambert (Gardner & Lambert, 1959), these two terms identify two contrasting motivations for language learning. *Integrative* motivation describes the learning or use of a language to feel belonging to or acceptance by certain linguistic group because of the high value assigned to the identity associated with it. *Instrumental* motivations are those that lead to the learning or use of a language for a practical purpose - usually this practical purpose has an economic motivation, such as gaining employment or passing an exam. The concept of *integrative* motivations for language learning demonstrates that languages can hold other kinds of value rather than *real* or economic value. Spolsky notes that in situations of language shift (or lack thereof), integrative vs. instrumental motivations are likely to be the two competing forces determining the outcome of this shift.

However, these values and motivations are more suitable for explaining individual motivation in second language acquisition, state level language-in-education policies and more global shifts in language, for instance towards *lingua francas* in the context of economy. They also leave us with a conundrum.

If economic factors, and the desire to move towards a more economically powerful language are such powerful factors in influencing language shift, what then happens in contexts where there is an attempt at the nation-state level to increase usage or status of another language variety which holds other kinds of value or motivations for its learning? Specifically, what about instances where a language policy seeks to rearrange linguistic hierarchies, increasing the status of a less “economically dominant” language variety against a background of domestic economic development and globalisation? The example of post-Revolutionary France is salient in demonstrating the link between language in economy. However, these changes took place during a different era, where globalisation was not such a dominant force. Furthermore, the example of France is more akin to modern post-colonial states such as those in Africa. These states are highly multilingual and multi-ethnic and, after decolonisation, despite efforts to promote and give rights to minority languages, the language of the former coloniser was

maintained as an elite political and economic language and the language of education. This was seen as a “common-sense” solution to language problems in the country. If there was a “neutral” *lingua franca* for the business, commerce and politics then it was assumed that this would create fairer opportunities for all and displace ethnic tensions (Tollefson, 1991). Rather than choosing the language of one ethnic group over another, the language of the former coloniser was maintained.<sup>1</sup>

As argued by Smagulova (2021), certain theories on language value, capital and economy are not sufficient to explain the situation of states in the process of rearranging their linguistic hierarchies. Malaysia is an example of a state that has struggled to promote its titular language against the backdrop of a more “powerful” language variety and language of the former coloniser – English (Rubdy & Tan, 2008). But is it possible for a language considered “less economically” viable with other kinds of values associated with it to take hold in society when in competition with a “more powerful” language? And is it possible for that language to take hold in the local economy? Furthermore, what does this mean more generally for the implementation of the state language policy, language shift and the language choices of individuals and society more generally?

Kazakhstan is a state currently in the process of rearranging its linguistic hierarchy partially in a direction away from a less “economically dominant” language, and thus provides a suitable case study to research this problem. I shall now turn to further addressing the suitability of Kazakhstan to this research problem and present the concrete aims and questions of this research project.

### The Case of Kazakhstan: Research Aims and Questions

Following independence from the Soviet Union in the early 1990s, Kazakhstan, like all the newly independent former Soviet national republics, pursued a language policy seeking to elevate the usage and status of its titular language. In contrast to other postcolonial settings, such as Africa or Latin America, the former nation states of the USSR all sought (to varying degrees) to reduce the influence and status of the former colonial language (Russian) (Pavlenko, 2008, 2013) . These policies have generally been used and analysed by scholars primarily as nation building tools and as filling a perceived need to promote titular languages

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<sup>1</sup> There are significant issues with this approach but addressing this is beyond the scope of this study.

(Dave, 2007; Fierman, 1998; Smagulova, 2021). Less emphasis has been given to the wider implications, advantages and disadvantages that these policies could have or the contextual factors impacting on their implementation or influence.

The presence of Kazakh language in society, its usage and the number of speakers of Kazakh have all increased (*Дашборд по переписи населения 2021 года*, 2021). There is a growing positive sentiment towards the language and an increasing desire among (particularly young) ethnic Kazakhs to learn and use their titular language, particularly for cultural and identity-based reasons (Amantay et al., 2017). Although there is still progress to be made, the Kazakh language appears to have cemented its integrative value in Kazakh society.

At the same time, the Russian language continues to play a prominent “prestige” role in society (Kosmarskaya & Savin, 2021). Specifically, it is still important in the context of economy and business, and knowledge of Russian is seen by individuals as a necessity to gain successful or meaningful employment in the country (Aldashev & Danzer, 2020). Certain empirical evidence supports the economic power of Russian in Kazakhstan by demonstrating a wage gap between those who know Russian and those who do not (Aldashev & Danzer, 2014, 2020; Smagulova, 2021).

Simultaneously, however, evidence is emerging that changes to this traditional linguistic hierarchy in Kazakhstan are beginning to take place. Knowledge of the Kazakh language is already a prerequisite for many public sector jobs (Aldashev & Danzer, 2020) and anecdotal evidence suggests that the requirement of Kazakh language skills in order to gain employment is growing. A study by Blackman (2019), interviewing Russian youth in Kazakhstan cited some alarm amongst the respondents about lack of Kazakh knowledge in their ability to gain access to positions of economic or political power. Furthermore, in the above cited research by Aldashev and Danzer, the wage premium for Russian speakers is, in part, explained by the fact that they estimated that bilingual Kazakh and Russian speakers may in fact overestimate their Russian skills. Therefore, when compared to their monolingual Russian speaking counterparts, they were more likely to perform poorly because they would attempt to go for “Russian” speaking jobs. Their language skills were often lower than those of their monolingual Russian counterparts, therefore they may have been less likely to get jobs they were going for. Furthermore, knowledge of only Kazakh did not seem to incur a wage penalty in certain contexts. Aldashev & Danzer also discuss other factors such as education

levels in Kazakh-medium schools and labour market segmentation. As such, the notion that knowledge of Russian automatically equals higher earnings or more economic prospects must in part be analysed in the context of other factors.

The contrast between Russian's long standing dominant role in economy and business and the value associated with it in Kazakhstan, the growing use and positive attitude towards Kazakh as a cultural and identity marker and the emerging evidence of a growing necessity of Kazakh language in employment are the starting points of this research.

Returning to the questions raised in presenting the research problem, in cases such as Kazakhstan, in the process of rearranging linguistic hierarchies, against the background of the presence of more economically dominant language varieties, I propose four outcomes that may occur:

- 1) The current "dominant" language (Russian) continues to play its current role in economy, business, work and employment and language hierarchies and roles in this domain do not significantly shift. This could either lead to a continued role of the dominant language in other domains or to a diglossia situation whereby one language variety is used in certain domains and situations and another in other domains and situations, for example Russian in economic and business situations and Kazakh in home and family environments;
- 2) The language hierarchies do shift and the current non-dominant language, Kazakh, begins to play a much more significant role or even dominant role in economic domains, as well as other domains;
- 3) An in-between scenario where both languages come to play equal importance in economic and other domains;
- 4) There is a complete change in linguistic hierarchies with another even more economically dominant language, such as English coming to play a significant role in and influencing even more significant change in business, economic and other domains.

Following the evidence and argumentation given whilst presenting the research problem, scenarios one and four would be the most anticipated outcome - maintenance of the already economically dominant language or further shift away towards the even more global, powerful variety of English. Although to address the research problem presented there is a need to explore all four proposed scenarios, there will be a focus, in this study in exploring the last three. This decision is guided by the following principles:

- 1) The emerging evidence of a changing importance of Kazakh language in business and economy in Kazakhstan. This goes against the notion language shift will always move in the direction of an “economically dominant” language and can therefore tell us more about theories of language policy and language shift;
- 2) Theories and concepts which support the notion that linguistic hierarchies can be rearranged and that shift towards another language variety, other than the currently economically dominant one is a possibility. This has already been demonstrated in other post-Soviet contexts that have significantly decreased the role of Russian in their societies;
- 3) Theories and concepts which propose that non-dominant languages, by turning their symbolic value into real value, can come to have roles and functions in economic contexts through their commodification and providing certain profit providing opportunities in accessing a larger customer base.
- 4) Exploring these scenarios can give a larger contribution to language policy theory and highlight issues that prevent their spread in both economic contexts and wider society.

To further refine this research, I will return to the points raised in presenting the research problem. It has already been seen that economic factors are a powerful factor in motivating language shift. At the individual level, language skills broaden prospects for employment and economic opportunity. For businesses they can provide access to further markets and profit opportunities, and open access to trade. Language policies, and language-in-education policies (specifically for second language learning) can often be driven by these factors. At the same time though, language policies can be driven by other motivations: in the context of

Kazakhstan, there is a very strong nation and identity building drive behind the national language policy. The example of Kazakhstan therefore shares similarities with the example of France presented earlier. However, in the context of Kazakhstan there are some differences. Firstly, in the French context, there was less competition between language varieties, with only French presenting itself as the dominant, more economically powerful language to move towards in that context. In the context of Kazakhstan, there are now three competing forces: Kazakh, Russian and English. Most of the theories and examples presented about economics and language are from an international, globalised perspective, focused at the individual level or not suitable for addressing domestic language shift situation when trying to promote a new national language within domestic borders, against the backdrop of these globalising forces and more economically dominant languages. They do not tell us about language use and changes in domestic markets. What happens in domestic economic contexts when there is a conflict between languages in a hierarchy? What does this mean more generally for the language shift in the country?

To explore whether these changes can take place in local, domestic economic context, employment and the workplace in Kazakhstan will be the sites of research for this project. As noted in the Introduction, employment is a major driving force in language shift which can trickle into other domains. Therefore, it is a salient domain to study. The workplace is chosen because it allows us to see how languages are used in these scenarios, in business practices and its actual role in the economy. As Heller and Duchêne (2012) note language practises in the workplace have been a key site of research for understanding complex interactions between language and other economic processes. Language use in the workplace can therefore tell us about the role of languages in these specific contexts and can provide hypothesis to broader contexts. Although there is a focus on the local, domestic economy in Kazakhstan, the issue of language, and particularly hypothesised scenario four cannot be abstracted from processes of globalisation, therefore this study will not just be focused on local businesses but also international businesses in Kazakhstan.

Bearing this in mind, the first aim of this study is to investigate what are the actual roles, uses and functions of different languages in the workplace and employment in Kazakhstan. There are qualitative studies interviewing individuals which hint at their attitudes towards the status, value or experiences with the role of Russian and Kazakh in Kazakhstan in business, economy, the workplace and employment and data about the material value of knowledge of

Russian language, but there is no existing hard data on the actual roles and functions that different languages play in the employment and the workplace in Kazakhstan. Finding out these roles and functions is key to understanding the actual position of different languages in the linguistic hierarchy in economy in Kazakhstan and to assessing the (perhaps hidden) values of different languages in employment and the workplace.

As noted in the Introduction, ideologies, founded in beliefs and attitudes towards different language varieties, attribute certain values to languages, which can have a heavy influence on which languages people choose to learn and to use. The second aim of this research is to build on previous research about attitudes towards languages in Kazakhstan. Russian appears to hold both real (value transferable directly into material or economic capital) and assumed (what people think is the value of knowing a language) value in an economic context in Kazakhstan. Most research thus far in Kazakhstan (as shall be discussed further later), has demonstrated that Kazakh is assigned a significant cultural and identity value (Amantay et al., 2017; Sharipova, 2020). If, however, more positive attitudes towards Kazakh (or other languages) in the context of economy, business, employment, and the workplace are found to exist, given the power of linguistic ideologies, these could be a strong indicator of future change, regardless of the actual current usage and real value of the languages. It should be noted that establishing the real value of Kazakh in the Kazakh economy is outwith the scope of this research; such a research project would require significant amounts of quantitative data. These first two aims address the language attitudes and use components of Spolsky's language policy model.

The next aim is to analyse this data about uses and attitudes and to see to what extent it demonstrates evidence of a rearranging of linguistic hierarchies in Kazakhstan in employment and the workplace.

Finally, this research will use this information and other data gathered to provide relevant policy recommendations and discussions of what the data tells us about theories of language police and shift. It is not anticipated that this research will reveal a major rearrangement of the linguistic hierarchies in Kazakhstan yet and this researcher acknowledges that if changes are taking place, they are still either in their early stages or ongoing. What is anticipated though, is that it will reveal both opportunities and issues related to languages in employment and the workplace in Kazakhstan which could either prevent language shift, cause

unintended consequences of successful implementation of the intended policies or indicate a future change.

From these aims, I have formulated the following three research questions which will guide this research and its analysis:

- 1) *What are the actual uses, roles, functions and attitudes towards different languages in securing employment and in the workplace in Kazakhstan?*
- 2) *To what extent can a rearranging of linguistic hierarchies be seen in employment and the workplace in Kazakhstan?*
- 3) *What insights can this data and research give us about the success of language policy implementation, its hidden advantages and disadvantages, and considerations for policy makers in language policy implementation in Kazakhstan? Generally, what can it contribute to theories of language policy and language shift?*

I shall now outline some of the broader benefits to this research beyond addressing the specific research problem and questions at hand before discussing further the contextual and theoretical background of this paper.

### Added Value of Research

First, this research provides further empirical understanding of the sociolinguistic situation in Kazakhstan in a new, previously unexplored domain. This complements the existing sociolinguistic research conducted in the country (to be discussed further in Contextual Background). It responds to calls from authors such as Smagulova (2021) and Pavlenko (2008, 2013) to conduct further research in the post-Soviet region and Central Asia. Pavlenko called the breakup of the Soviet Union a “natural sociolinguistic experiment” (2013) which has striking differences from other post-colonial contexts such as Africa and Latin America. Smagulova (2021) commented on linguistic changes occurring against a backdrop of “seismic socio-economic, political, demographic, [and] cultural...” in Central Asia. Both realities provide opportunity to gain deeper understanding of sociolinguistic and language policy theory.

The data and analysis conducted in this research is useful however, not just for sociolinguists, language policy and other linguistic scholars, but also for other researchers in the social sciences. Given language's fundamental role in human interaction and society, and the far-reaching consequences of language policies for education, economy, minority rights and equality, amongst other issues, (Gazzola et al., 2016), there is a call from linguists to researchers in other fields to adopt a more interdisciplinary approach and to include more thoroughly the variable of language in their research (Grin & Vaillancourt, 2015). In a paper criticising the lack of consideration of language issues in the development of the United Nations Sustainable Development Goals (SDGs), Fettes (2015), explores the far reaching consequences that the SDGs will have for language planning, demonstrating the deep interrelation between language issues and other variables. Although this research project does not focus on an economic variable as such, the empirical evidence in this research paper could be of particular use to economists and political economists, as well as to other researchers in the social sciences, providing valuable contextual understanding of the role and development of languages in Kazakhstan.

This research is also of use to policymakers in Kazakhstan and other Central Asian contexts implementing similar language policies. Smagulova (2021), drawing on critical theories of language policy, most notably developed by scholars such as Tollefson (1991) in his oft cited and influential work *Planning Language, Planning Inequality*, is critical of the lack of attention paid by language policy creators in the country to its socioeconomic impact. She draws attention to the inequalities that run along linguistic lines in Kazakhstan, noting that language policies are not enough by themselves to erase long standing relations of power and that "symbolic" representation (in the form of recognition of Kazakh language), must also be distributed alongside material conditions, otherwise it could lead to social instability. Therefore, the domains of employment and the workplace are particularly salient to study because of the important role of satisfactory employment in individual wellbeing and social stability (Layard et al., 2005).

On one hand, if Russian continues to maintain its economic value and significance, Kazakh and its users (without active intervention from the government, such as through strategies like "prestige planning", proposed by Kamwangamalu (2016)), will continue to be limited socioeconomically and lead to more inequality. This could particularly affect groups

such as ethnic Kazakhs who have been part of Repatriation Programmes (and usually do not speak Russian) or Kazakhs from rural areas of the country, who are also more likely to be monolinguals and who already tend to be at a socioeconomic disadvantage due to a lower level of education.

On the other hand, if it becomes the case that knowledge and active use of Kazakh is needed in the workplace, then ethnic Russians and other ethnic groups such as Ukrainians, Koreans etc. who often use Russian as a language of inter-ethnic communication could find that they become isolated from society and the economy, leading to ethnic tension and societal fragmentation. Aldashev and Danzer (2020) also discuss the possibility of labour market segmentation which could also lead to societal division. Young ethnic, monolingual Russians, have already begun to report sentiments of feeling discriminated against and excluded from advancing to positions of economic or political power in Kazakh society (Blackburn, 2019). The isolation of monolingual Russian speakers, with negative consequences for the socioeconomic status of these individuals, has already been seen in other post-Soviet regions - most notably in the Estonia (Włodarska, 2016).

The timing of this research is also particularly relevant in the context of the Russian invasion of Ukraine. Although there is no academic research to date on the topic, media outlets have reported increased interest in learning and use of Kazakh language, even amongst ethnic Russians living in Kazakhstan (Bulatkulova, 2022; Najibullah & Alimova, 2022), therefore this research provides an early understanding of sociolinguistic development in the aftermath of the invasion of Ukraine. Furthermore, the topics of language, ethnicity and identity have been a key part of Putin's war rhetoric, with the "protection of ethnic Russians" being a key part of the justification for the Russian invasions in both 2014 and 2022. With Kazakhstan's large ethnic Russian population and its shared border with Russia, this is an issue of concern to the Kazakh population. As will be seen in the results of this study, the war has been a salient factor in linguistic shift in Kazakhstan, and we may tentatively propose that war is a factor with the possibility to override economic factors in linguistic shift.

## Contextual Background

### Current Linguistic Environment in Kazakhstan: General Overview

To contextualise this research and its subsequent analysis, I will now present an overview of the current linguistic environment of Kazakhstan and a review of the current relevant sociolinguistic research on Kazakhstan.

Kazakhstan is a multi-ethnic and multi-lingual society, with regional, ethnic, socio-economic, class, education and other inequalities running along linguistic lines (Smagulova, 2021). According to the most recent National Census data (*Дашборд по переписи населения 2021 года*, 2021) ethnic Kazakhs make up approximately 70% of the population, ethnic Russians make up almost 16% and the remaining 14% is made up of a combination of other ethnicities including Uzbek, Uyghurs and Ukrainians, amongst others. The most recent census data states that 99.6% of the population have knowledge of Kazakh and 25.1% know Russian. Significant percentages also know other languages such as Tatar, Uyghur and Ukrainian. Although there are no official statistics detailing the full ethnic breakdown of speakers, broadly speaking, ethnic Kazakhs are either monolingual Kazakh speaking, monolingual Russian speaking or frequently bilingual Kazakh-Russian. Russian speakers tend to be monolingual Russian speakers and other ethnic groups usually use Russian as a language of inter-ethnic communication, along with perhaps their own ethnic language (Sabitova & Alishariyeva, 2015). There has also been reported issues with ethnic Russians and other ethnic groups learning Kazakh language (Sharipova, 2020; Smagulova, 2021). Broadly speaking, the south and west of the country are predominantly Kazakh speaking, the north and east predominantly Russian speaking and in the largest urban centres or Astana and Almaty, a mix of Kazakh and Russian are used. Those from rural areas are more likely to be monolingual Kazakh speakers and those from urban areas are more likely to be either bilingual or monolingual Russian speakers (Sharipova, 2020).

It is important to note that Kazakhstan was one of the most highly “Russified” states in the former Soviet Union (Fierman, 2012). This was not just in terms of loss of language use, but also in terms of the ethnic make-up of the country. According to the 1989 census (two years before Kazakhstan left the Soviet Union), ethnic Kazakhs made up only 39.7% of the population and Russians made up 37.8% (compared to 70.4% and 15.5% respectively nowadays). Like the other post-Soviet nations, since its independence in 1991, Kazakhstan has

pursued a state level language policy and promoted political discourse to elevate the usage and status of its titular language. As noted, these policies have generally been used and interpreted as nation building tools. Language and its use in Kazakhstan are enshrined in several legal documents and promoted through state programs. The Constitution of Kazakhstan (*The Constitution of the Republic of Kazakhstan*, 1995) references language use in the country in two of its Articles. Article 7 expresses that Kazakh is the state language of Kazakhstan, Russian is used officially on a equal footing in state bodies and that the state will take steps to promote the languages of the people of Kazakhstan.

Article 93 supports Article 7.3 by emphasising what the Government of Kazakhstan to support the state language (Kazakh). Both these articles are supported by the Law On Languages in the Republic of Kazakhstan (*On Languages in the Republic of Kazakhstan*, 1997) which elaborates on language use in different domains and details the support the government will provide for the development of Kazakh.

The status of Russian is that of an “official” language – an ambiguous status and one not clearly differentiated from the status of Kazakh. Although policies state no goal of eliminating the Russian language from Kazakh society, and the country’s trilingual education policy (Kazakh-Russian-English) demonstrates that Russian will continue to hold an important place in Kazakh society, the State Program for the Implementation of Language Policy in the Republic of Kazakhstan for 2020-2025 (*On the Approval of the State Program of Language Policy Implementation in the Republic of Kazakhstan for 2020-2025*, 2019) has a clear preference for the increased usage and status of Kazakh. This is defined in terms of the quantity of Kazakh speakers and the number of domains in which it is the dominant language. One of the main goals is also that Kazakh becomes the language of “inter-ethnic” communication. The State Program also details that the Kazakh language should be a key unifying feature of the Kazakh people and the Language Law sees it as the duty of every citizen to learn the Kazakh language. Promotion of Kazakh language and increase of its status has been achieved through various means; increase of Kazakh language education in schools, the officially mandated use of Kazakh language in public spheres e.g. government and healthcare (although use of Russian is also supported), further access to Kazakh in higher education as well as through more symbolic gestures such as the renaming of streets from the names of Russian poets to Kazakh poets. The numbers of students enrolled in Kazakh-medium education has significantly

increased. In 2017/18, 66% of children were enrolled in Kazakh schools and 65% of university students in Kazakh institutions.

Additionally, in November 2022, it was announced that knowledge of Kazakh language would now be a requirement for those seeking Kazakh citizenship (Азаттық радиосы, 2022), indicating an emerging stronger emphasis on the role of the Kazakh language. This move came considering the mass influx of Russians following the invasion of Ukraine and moves the countries more in line with other former Soviet states such as Estonia, where knowledge of Estonian is a requirement for citizenship.

Official statistics show that there has been success in the implementation of the Kazakh language policies and programmes. According to the 2009 National Census Data, 74% of the population could speak it, 64.8% could read and 62% could write it. When compared to the latest Census Data, this demonstrates a significant increase in the population that knows Kazakh language. However, some caution should be taken in interpreting these statistics. Firstly, self-reported language skills might be unreliable. Additionally, the latest Kazakh census data does not give an indication of individuals' actual level of language knowledge. As shall be seen in the results of this study, there is significant variation in the level of ability of different language, discrepancy between their spoken and written abilities and discomfort in being able to fully express themselves in Kazakh.

The enduring status of Russian in Kazakhstan can of course be partially explained by this more tentative language policy compared to other former Soviet states. However, it is also partially explained by the demographic situation at the collapse of the Soviet Union and the increase in Kazakh language is explained in part by significant demographic shift in the country. There has been a significant decrease of ethnic Russians in Kazakhstan largely through emigration and the repatriation of significant numbers of ethnic monolingual Kazakh speaking Kazakhs from other countries such as China. Therefore, the increase in the percentage of the population speaking Kazakh has, at least in part, been a result of a demographic shift in Kazakhstan. Rural monolingual Kazakh speaking migrants moving to urban areas have also altered the linguistic distribution within the country. In any case, we would anticipate this demographic shift and a higher percentage of titulars to result in a strengthened affinity to the language. (Although the mass influx of many Russians leaving Russia for Kazakhstan and other Central Asian countries due to the war in Ukraine should be noted. Approximately 300,000

Russians have settled in Kazakhstan in light of the war, although as we shall see and has already been hinted this has had more of a positive impact on the status of Kazakh language than anything else.)

Additionally, and in line with Spolsky and Schiffman's models of language policies, government level policies and macro-level data such as census data and official statistics on language abilities and use in the country give us only part of the picture of the linguistic situation in Kazakhstan. At the micro level and across various domains everyday language practices and attitudes towards language and its usage in Kazakhstan are significantly more complicated than the data presents. Understanding the complexities, nuances and contradictions of these usage practices and attitudes is key for contextualising this research and the analysis that follows. These issues have been explored in a growing body of sociolinguistic literature. Before addressing this literature however, I will now briefly discuss languages specifically in the context of economic domains in Kazakhstan.

### Language in Business, Economy, Work & Employment in Kazakhstan

Various research has indicated the prominent role that Russian language still plays in business and economy in Kazakhstan both in a broad sense (Fierman, 2012) and in the attitudes of individuals in how they perceive Russian in their employment and economic prospects. At the same time there is also indication of dwindling Russian language abilities in Kazakhstan – indicating a lower level of human capital in the language and its weakening status.

There is also some evidence though that Kazakh is becoming more important in employment, especially in the public sector. From anecdotal experience and evidence from living in Kazakhstan over the past two years, I have also previously encountered individuals who state that a lack of Kazakh skills has hindered their ability to find and progress in their jobs, challenging the view that Russian is the only language necessary for success in the Kazakh labour market. Furthermore, some studies have identified views amongst respondents that they wished their children to learn Kazakh as they believed that in the future it would be necessary for work and employment, signifying an emerging change in the country.

Although there is limited academic research on the topic, the growth of Kazakh language sectors of the economy can also be seen through the growth of the Kazakh music and

film industries. Q-Pop, a genre of Kazakh popular music, has gained significant popularity both at home and abroad most notably through bands such as Ninety-One and singer Dimash. As detailed by a 2021 article by The Diplomat (Ekstrom & Yermukhametova, 2021) and as will be seen through the results of this research these artists have played a significant role in popularisation of the Kazakh language. The growth of Kazakh language cinema has also had its role to play in this trend (Kumenov, 2022; Song, 2022). Popular clothing company, Qazaq Republic, based in Almaty, whose brand is based around the image of the “modern Kazakh identity”, and whose clothing and other accessories feature slogans in (Latinised) Kazakh also shows an increased interest in Kazakh language products. There has even been interest from the President in promoting the company (Новости Центральной Азии, 2021). Various other recent journalistic reports have also shown an increase in the growth of products and services available in Kazakh language including, the popular video game platform Steam (QazMonitor, 2022a), an Oxford University Press Kazakh-English dictionary (QazMonitor, 2022b) and the inclusion of Kazakh as a language option on the most recent iPhone release (Osspanova, 2022). A recent scandal involving prominent Kazakh businessman, Ramil Mukhoryapov, owner of ChocoFamily Holding Group, over derogatory comments about the Kazakh language resulted in criticism of the fact that only two of his five company’s websites were available in Kazakh language, forcing his organisation to translate the remaining websites. All of the above point to an increased demand for Kazakh language skills in business and economy and interest for Kazakh language services and products amongst consumers.

Additionally, the role of languages in business, economy, employment and the workplace in Kazakhstan is no longer a dichotomous issue between Russian and Kazakh. The role of English in Kazakh society, in the context of globalisation, Kazakhstan entering the world market and Kazakh tri-lingual education policy, has become more salient, with youth in particular showing progressive interest in and attaching significance to the language in both their personal and private lives (Sartor, 2021). This point is confirmed by Ahn & Smagulova (2022) who highlighted that English language is not only seen to jump to international markets but also that it can help individuals gain more clout and “jump the ladder” domestically. Other languages such as Chinese, Turkish or Arabic (particularly in the revival of international cooperation organisations such as the Council of Turkic States and the existence of Turkish medium of instruction schools in Kazakhstan) may also prove to have significant roles for Kazakhs and within the Kazakh economy. As noted, although the focus of this research is domestic, this background of globalisation and global languages should be held in mind.

## Review of Language Policy Sociolinguistic Research in Kazakhstan

Prior to 2016, language related research in Kazakhstan mostly consisted of descriptive works about Kazakh language policy, particularly in its role in nation building (Adibayeva & Dadabaeva, 2010; Aksholakova & Ismailova, 2013; Dave, 2007; Fierman, 1998) or on more macro-level descriptions and analyses of the linguistic situation of the country including descriptions of attitudes and use (Smagulova, 2008). Since around 2016, marked by the publishing of Smagulova and Ahn's edited volume, *Language Change in Central Asia* (Smagulova & Ahn, 2016), a more micro level and sociolinguistic focused body of literature in Kazakhstan has been emerging which uses qualitative research methods such as interviewing, surveys, observation and discourse & speech analysis. There has also been a body of literature analysing language-in-education policies and practises in Kazakhstan and Central Asia (Karabassova, 2020, 2021).

Whilst the broader studies on language policy in Kazakhstan provide useful background and history to the development on languages in Kazakhstan, in the context of rapid social, political and economic development in the country, many are now out of date. Additionally, they do not give detailed insights in the actual use and development of language practises and attitudes in Kazakhstan. Furthermore, although they can assist in drawing broad conclusions, they are limited in their ability to seriously utilise language as a variable in other research.

This research is therefore located in the more recent small body of micro-level sociolinguistic research in Kazakhstan which provides the most valuable contextualisation for this work. These micro-level studies have been predominantly focused on home, family and educational environments. I shall now discuss some of the major more recent works and highlight some of the key findings relevant to this study.

Two main trends can be identified in the recent sociolinguistic literature in Kazakhstan relevant to this study. Firstly, generally positive attitudes towards Kazakh language promotion, particularly in its status as a cultural and identity marker. These positive attitudes, however, are contrasted by how Kazakh and Russian are used in speech with complex patterns of code-switching and demonstrated evidence of division of labour of the functions of Kazakh and Russian language. Secondly, there is contradictory emerging evidence which suggests a shift

in language hierarchies, towards Kazakh having a more dominant position in society, whilst other evidence suggests that existing language hierarchies are enduring. In other words, Russian continues to dominate. A third trend, the growing prominence of English has already been addressed.

Positive attitudes towards Kazakh language, contrasted with actual language practises can be seen in two home/family level studies. A 2017 micro level study of the language ideologies, practises and management strategies of four urban Kazakh families in Astana, Almaty and Shymkent (Amantay et al., 2017), revealed that the parents of all four families, for a number of motivations (language as a component of ethnic and cultural identity, as the state language and a symbol of spirituality), felt positively towards the promotion and usage of Kazakh language, even regarding it as a necessity and explicitly stating in interviews that “Kazakhs should speak Kazakh.”

However, despite the positive attitude towards Kazakh language and Kazakh language usage, the lived practices of the families showed various patterns of mixed Kazakh and Russian use. These included code-switching between Kazakh and Russian, use of a particular language based on either who the subject was talking to or the topic which they were discussing. Also, in all the families, Russian language was present in the home or used by the family in other contexts to at least some degree. This included, Russian language being spoken in education and workplace settings or patterns such as Kazakh language spoken with one generation of family members (grandparents) but Russian spoken with another (parents), or even Russian spoken with one parent and Kazakh spoken with another.

In Smagulova (2019), the use of language in multilingual (Kazakh and Russian speaking) home environments is examined further and identifies a “functional distribution” between Kazakh and Russian languages. That is, Kazakh language is used for “less serious” talk, including “baby talk” and terms of endearment and Russian is used for more “serious” tasks. For instance, in the paper, Smagulova refers to an interaction between a grandparent and a child where during an interaction predominantly in Kazakh, a child is “scolded” by the grandparent to stay away from a particular object. When scolding the child, the grandparent switches to speaking in Russian. After this “serious” interaction, the dialogue returns to Kazakh language. This interaction took place in the context of a family in which Kazakh was generally

used more than Russian language. Smagulova argues that this reinforces hierarchies of Russian language being the language of “serious” work.

Both of the trends identified above, contradictory patterns of language attitudes and use and “division of labour” of different language varieties are two important points to which we shall return in presenting and analysing the results of this research as both trends become evident in the domains of the workplace and employment.

Conversely, other works highlight an emerging shift in language hierarchies in Kazakhstan. Smagulova and Madiyeva (2021), identify potential shifting language hierarchies in the context of socio-onomastics. In analysing event names (e.g. names of concerts, festivals, sporting events etc.), between 1989 and 2019, a significant decrease in the number of event names written purely in Russian, and an increase in the number of events named in either Kazakh or English. She argues that this points to a shift in language hierarchies in the country (in favour of Kazakh or English). The acknowledgement of a shift to event names being in Kazakh or English, is particularly important in the context of this research as it would imply an increased demand in Kazakh skills and increased role of Kazakh in business. One might expect that an event named in either Kazakh or English, would have further related products or services required in these languages which would demand employees with relevant linguistic abilities, thus increasing the demand for Kazakh and English language skills on the Kazakh labour market.

This research builds on these studies of language use and attitudes in a new, unexplored domain and further develops some of their findings. I will now discuss the theories and concepts guiding this exploratory study.

## Theoretical and Conceptual Framework

As mentioned in presenting the research questions, certain theories and concepts suggest that “non-economically” dominant languages could come to gain prominence in a linguistic hierarchy, largely through the transformation of their symbolic value into real value. These theories and concepts have guided the creation of the data collection instruments and provided direction for this exploratory study. I will now discuss these theories and concepts.

To provide general context, Schroedler (2018) notes that the market value of a language increases when the demand for it increases. The following sections on the Commodification of Language and Social Dynamics and Language as a Skill address some ways this can be realised. The important point here though is that Schroedler alludes to the fact that change in the value of a language is a possibility. Already in the context of Kazakhstan, with its significant demographic shift, more positive sentiment towards the language, and where one has already seen an increased interest in use of Kazakh following the Russian invasion of Ukraine, one could hypothesise that demand for the language might grow.

### Commodification of Language

The commodification of language is a process through which the symbolic values and real values of language can come to overlap. In its most basic sense, the commodification of something is when something that was previously unsellable, becomes sellable (Block, 2018). Heller (Heller, 2010a, 2010b), argues that the commodification of language is a feature of late capitalism and globalisation, led by the growing necessity of language and communication in the economy both as a process and a product of work and the move away from manual labour.

There are many contestations and critiques of this term and process, particularly tied to Marxist theory and neoliberalism (Block, 2018; Bruzos, 2022; Heller, 2010b). There are also frames of language commodification study which address the process of sell language through its “standardisation” by means of Taylorist work practises, particularly in call centres (Rahman, 2009). However, of interest to this study, are some of practical ways in which language or language skills can become “sellable”, both for individuals and for businesses and enterprises. These means present opportunity for the increased economic salience of Kazakh language and are explored in this study.

The first way in which language can become commodified, is through language as a skill and a component of human capital – in other words an individual can “sell” themselves because of their technical competency in a language. Language also becomes a commodity through language industries – primarily teaching and translation (Heller, 2010a). In both these contexts, language itself is the product that is bought and sold. We may anticipate increased demand for both forms of commodified language when demand for the language increases, which based on the various factors already discussed, we may anticipate.

Another way language becomes commodified is through the transformation of symbolic value into a sellable product. The symbolic value of language brings authenticity to a product and is particularly salient in tourism and in selling artistic and cultural artifacts (Heller, 2010b). The commodification could occur and symbolic value could be developed into real value, in through what Heller (Heller, 2010a), refers to as “niche markets” which present possible new economic opportunities. Niche markets are smaller, linguistically focused markets which provide products and services in local, smaller (in the global sense) languages such as Kazakh. Although such markets might not be as large as for instance as Russian or English-speaking markets due to a smaller number of speakers of the language, they are, however, less flooded therefore offering less competition and therefore potentially just as large an opportunity for economic growth. In a study of the clash of languages in politics and economy in India, Sonntag (2016) argues that despite the strong presence of English in the elite and the globalisation of India, there is a strong demand for products in local languages which increases the use of local languages in the local economy. This is particularly salient when considering the need for the development and diversification of the Kazakh economy.

### Social Dynamics and Language as a Skill

Another way in which a language might come to have value or see an increase in its demand is through the need to use it with customers and clients. Grin (2002) notes “*speaking language X makes it easier to sell goods to the X-speaking public [...] [it] gives rise to higher profits*”. This has been demonstrated through various empirical sociolinguistic studies in marketplaces and is also supported by business communication literature, which emphasise that “sellers” learn the language of “buyers” (Ehlich & Wagner, 1995; European Commission, Directorate-General for Education, Youth, Sport and Culture, 2013). In a study of the sociolinguistic environment of the Old Town in Jerusalem, Spolsky and Cooper (1991), note that Arab merchants would learn Hebrew and English in order to engage in commerce with local Jew firstly demonstrates the influence of economic factors in language learning and use – with the merchants being willing to forego their own language in favour of Hebrew, but secondly shows the importance of engaging with the language of the customer. The same trend was found in studies of Ethiopian marketplaces (Cooper and Carpenter 1976).

This notion of it being beneficial for “sellers” to learn and use the language of the “buyer”, is supported by Drinkwater & O’ Leary (1997) who notes that consumers tend to prefer to access products and services in their native language. The value associated with being able to interact with someone in their native or preferred language can then produce material benefits.

Against the backdrop of demographic shift, urbanisation of rural monolingual Kazakh speakers, increasing number of speakers, increasing enrolment in Kazakh language education, and growing positive sentiment towards the language, one could anticipate a growing demand to access services in Kazakh language. This could present growth opportunities for businesses and in turn, would lead to an increase in demand for those with Kazakh language skills in the workplace.

In addition to opportunities presented by learning the language of customers and clients, language also has a role to play in internal workplace dynamics. A study on the relationship between employment and language ability in Wales (Drinkwater & O’Leary, 1997) identified a clear advantage for those who were Welsh speakers (bilingual Welsh and English) in the labour market. One of the reasons for this, the authors hypothesise, was that there may be a preference amongst employers to hire “insiders” vs. “outsiders” – insiders being those who spoke Welsh, and outsiders being those who did not. This was identified regardless of the actual language requirements of the job. One may consider, all other factors being equal, that an employer may be more likely to hire a Kazakh speaker (even if Kazakh is not an actual requirement for the job) than a non-Kazakh speaker, to fit in with the company environment. Two anecdotal personal experiences demonstrate why this might be relevant in Kazakhstan. Volunteering in a local Kazakh school, which uses Russian as its primary method of instruction and with all class reports, regulations etc. being written in Kazakh, this researcher has observed idle chit chat between teachers and other school workers taking place predominantly in Kazakh language. Furthermore, on one visit to the dentist, although all “work” related speech took place in Russian, all casual interaction between the employees, including the dentist and the dental assistant was in Kazakh.

Bordia and Bordia (2015), in proposing a framework to research the willingness of employees working in subsidiaries in multinational corporations to adopt the language of the parent company, identify threat to “linguistic identity” as a key factor potentially hindering an

individual's willingness to engage in the language of the multinational. Linguistic identities are realised not just in a sentiment or feeling in an individual, but also through particular speech patterns and features. Pressure to use a linguistic variety different to the one that individuals associate their linguistic identity with can cause individuals to feel a sense of threat. In multinational corporations, it has been shown that employees in subsidiaries may show resistance to adopting parent company languages. The growing strength of Kazakh language, particularly as a cultural and identity marker, may lead to a growing resistance to use Russian language in the workplace.

In summary, there are possible means by which languages could come to have salience in economic contexts when their demand increases, even if those languages are not typically considered "economically dominant". I have demonstrated how these concepts are applicable to the context of Kazakhstan. In future research I would like to develop a more comprehensive framework for exploring the transformation of symbolic value into real value, perhaps through quantifiable mean. For the purposes of this studying though acknowledging these processes is sufficient. I will now address the Methodology of this research, which has incorporated these concepts into the data collection methods.

## Methodology

This is an exploratory piece of research, using a mixed inductive-deductive approach (Proudfoot, 2022). The deductive element is derived primarily from close-ended survey questions which drew on the themes and concepts previously discussed and from literature on language use in the workplace. Some of this data was also explored further in the interview questions. The inductive element comes from the open-ended survey questions and qualitative interviews. Hatta et al. (2020) noted on the benefits of “*dynamic switching back and forth between...inductively and deductively driven analysis*” which is particularly suitable in such an unexplored topic to uncover new themes whilst also providing structure to the research.

### Data Collection Methods

The two chosen methods of data collection for this research were surveys as the primary data collection method and semi-structured interviews providing supplemental data. I will now discuss why these methods were chosen and address their advantages and disadvantages. I will then explain how I employed each in my research.

Due to the lack of data on this topic, I created my own survey. Firstly, the use of surveys for initial data collection for a previously under-studied topic is a frequently used strategy and useful for gathering large amounts of data (Palviainen & Huhta, 2015) It was necessary to create my own survey due to the lack of appropriate existing survey instruments. Following these surveys with interviews is a commonly used approach to exploring a topic further.

The data collection methods of this research replicate similar studies in economic and other domains in both Kazakhstan and other contexts.

The use of surveys also was necessary and preferable over face-to-face or observational methods given certain constraints of this research project, particularly the time constraints and practical limitations of a master’s thesis. By using surveys, I was able to access a larger number, and therefore different kinds of, participants that would have not been possible through other research techniques alone. This gives a wider perspective of different work sectors, jobs & employment types, organisations, and experiences. As noted by one survey participant, when discussing language use in job situations: “*In fact, it all depends on the work itself, what exactly it is*” highlighting the necessity to cover a wide range of jobs and sectors.

Surveys were also chosen as a primary data collection method due to limitations of my Kazakh and Russian language abilities and ability to conduct interviews in these languages. Using a survey written in English and then translated into Kazakh and Russian allowed me to reach a larger group of respondents.

Additionally, this research was formulated during the ongoing COVID-19 pandemic, during which time it was unethical and impractical to conduct face to face research. Therefore, reliance on remote research methods was necessary. Surveys therefore fit the ethical and practical constraints of this research and the researcher.

I chose to supplement the survey data with interview data. It would have been preferable to use one (or more) questioning and one (or more) observational methods for collecting data and additionally to seek data from a variety of sources (for instance, from employers or business and organisations themselves in addition to just employees) for better triangulation of data. Although the data from the methods chosen comes from one source, the use of follow-up interviews allowed for clarification and elaboration of the respondents survey answers, otherwise incorrect conclusions may have been reached in the analysis of some data. In the constraints of a master's thesis and the COVID-19 pandemic it would have been difficult to manage to collect and analyse data from more than one source.

However, it should be noted that both surveys and interviews present limitations as data collection methods. Surveys are often criticised for the fact that they ask “non-contextualised” questions which do not provide further depth to the answers (Palviainen & Huhta, 2015). I have partially mitigated this issue in this research with the supplemental interview data.

Additionally, “questioning” techniques, such as surveys and interviews, may provide different answers rather than methods which use “observational” techniques such as ethnography or participant-observation. Observation techniques show us what people do, whereas questioning techniques only tell us what people say they do (Cowles & Nelson, 2019). Ideally, research would make use of both questioning and observational techniques (Cowles & Nelson, 2019) but as already addressed, this was not possible due to practical limitations. This is particularly pertinent in this research with respect to the language use questions and should be held in mind in their analysis. However, there is enough evidence to tell us that there is

consistency between what people say they do vs. what they actually do (Cowles & Nelson, 2019), so the data collected in this research still holds validity.

## Survey

The survey was created and hosted on the online survey platform XM Qualtrics, in line with the University of Glasgow ethics approval. I initially aimed for 80-100 respondents. Respondents answered between 100 and 117 questions (inclusive of consent, screening, demographic and call to interview questions), dependent on the pathway (see Appendix 6) taken in the survey and number of open-ended short answer questions engaged with. It was estimated the survey would take 24 minutes to complete. All questions on the relevant pathway were mandatory except for the open-ended short-answer questions.

I wrote the survey in English. It was translated into Kazakh and Russian by a professional translator with some additions by a fellow student and I to the Russian translation. Participants could choose which of the three languages to take the survey in. The language that individuals chose to take the survey will be considered a data point.

The survey data presented in this thesis was collected between 13th December 2022 and 16th January 2023. The survey began with an embedded consent form (see Appendix 4: Consent Form for Survey Participants (Kazakh, Russian, English)) and questions screening other eligibility criteria (see Population Group). All respondents were asked questions about their linguistic background: their self-assessed spoken and written ability in Kazakh, Russian, English and any other languages, language usually spoken at home in childhood and the main language of instruction of their primary, secondary and bachelor's level education. It should be noted that there is great difficulty in formulating survey questions which assess an individual's language ability. Firstly, self-reported answers are subjective and may either under or over-estimate the individuals' language level. Secondly, broad categories such as "*Well, very well etc.*" cannot adequately capture nuances of individual linguistic ability. This is a limitation. However, the data given is sufficient to explore this research question and the consistency in responses given between interview respondents indicates reliability of the data collected.

Next, the survey flow diverged depending on an individual's employment status (*Currently employed (full or part-time)/Self-employed vs. Currently seeking employment*).

For those who selected "*Currently employed or self-employed*", questions divided into two main sections "*Job Search*" and "*Workplace*" were presented. To gather the data necessary to address the research questions, each of the sections on "*Job Search*" and "*Workplace*" was further divided into two sections, with the first addressing use, roles and functions of languages in different situations, and the second attitudes towards languages in each of these domains.

In addressing the use, roles and functions of languages, a series of close-ended questions were asked about which language(s) were used in specific job search or workplace situations. For example, the job search related questions asked about which languages job applications were submitted in, what language(s) interviews took place in etc. and workplace related questions asked about scenarios such as what language(s) emails, communications etc. were written in and what language interactions with customers etc. usually took place in. The situations were created to cover as broad a selection of general job search and workplace scenarios as possible without being too specific. They were based on other literature about language in the workplace (Heller & Duchêne, 2012) and the social dynamics and commodification of language concepts discussed in the theory section, addressing scenarios to which these concepts might pertain.

For most of the language in the workplace use questions, respondents were asked to choose from the following scale:

- *Always Kazakh*
- *More often Kazakh than Russian*
- *Sometimes Russian, Sometimes Kazakh*
- *More often Russian than Kazakh*
- *Always Russian*
- *English*
- *Other language (please specify)."*

This scale is adapted from two previous studies, one focusing on Ukrainian vs. Russian language use by university students in Ukraine (Goodman & Lyulkun, 2010), and another on language use amongst secondary school students in Kazakhstan (Kuzhabekova, 2019). For

certain questions, where it was possible to have more than one answer, respondents were given the option to “*select all that apply*” with options to choose from “*Kazakh, Russian, English or Other language (please specify)*.” These types of questions are also adapted from the two studies cited above. Both types of questions are also found in other language use and attitude surveys (Palviainen & Huhta, 2015). The use of this answer set allows for the replicability of this study and for comparison with other studies.

In order to research values, ideologies, beliefs and attitudes towards language a selection of attitudinal questions were asked. Most attitudinal questions had a

- *Strongly Agree*
- *Somewhat Agree*
- *Neither Agree nor Disagree*
- *Somewhat Disagree*
- *Strongly Disagree*

Likert-scale as their answer choice. Each of the attitudinal questions was replicated four times to address four language options - Kazakh, Russian, English and other languages. For instance “*I wish I used more [X language] in my job*” was asked four times once for each of the language options above, allowing for an overview and comparison of the languages.

Employed and self-employed respondents were also asked for further information about their job and work experience including what industry they worked in, the size, sector and location of their company, how long they had been in their current role and how many years total work experience they had. Initially this data was collected to see if different types of sectors, job roles etc. had an impact on the language use and attitudes in employment and the workplace. This study is unfortunately limited in its ability to do so, as will be discussed further in the Results and Analysis

At the end of the two main survey sections (*Job Search and Workplace*) respondents were provided with an open-ended short text answer question if they wished to provide any further information on their answers or share any other relevant comments or experiences with the topic.

For those respondents who selected that they were “*Currently seeking employment*” a different set of questions was shown. These were largely similar to the questions in the “*Job Search*” section for employed/self-employed individuals but adjusted linguistically to reflect that this was a process they were currently going through rather than a past experience. Additionally, some general questions from the “*Workplace - Attitudinal*” section were also included for unemployed individuals (for instance “*Generally speaking I believe [X language] is becoming more important in business and economy in Kazakhstan*”). Unemployed respondents were also provided with an open-ended short answer question to provide any additional comments.

The survey ended for all respondents with a series of demographic questions including information on age, gender, place of birth, ethnicity, marital status, and children/other dependents, as well as inviting respondents to interview and an final open-ended question for any additional comments.

For the full list of the survey questions in Kazakh, Russian and English please see Appendix 7.

#### Semi-Structured Interviews

As mentioned, participants were given the opportunity at the end of the survey to provide their name and contact details to take part in a follow-up interview. I aimed to conduct 6-10 interviews. All interviews began by asking respondents to explain their linguistic background e.g more in-depth explanation of their ability in different languages, language used in childhood etc. and to explain what their current job was. To provide a partial structure to the interview following these initial questions, I analysed respondents’ survey answers, highlighting pertinent responses. For example, questions to which they had given responses such as *Strongly agree or strongly disagree*, or situations where they indicated a mixed use of languages. I asked respondents to give further detail about why they had these opinions, or to explain further how or why different languages were used in specific situations. The structure of the interview was therefore different for each respondent depending on their survey answers. The structure of the interview remained flexible though as respondents were given the opportunity to elaborate more extensively on points relevant to them or to raise any other points

they had. We returned to the questions extracted from the survey data when I deemed a point was exhausted to maintain a degree of structure.

Interviews were hosted online on Microsoft Teams in line with the University of Glasgow's ethics approval. They were audio recorded and auto transcribed by the Microsoft Teams software. I corrected the automatic transcriptions where necessary. The interview transcripts and open-ended short answer survey questions were thematically analysed using NVivo software to assist with organisation. Thematic analysis allows flexibility for the mixed inductive-deductive approach of this paper and also flexibility in the richness and depth of data collected (Braun & Clarke, 2006) (see Appendix 9).

Due to the limitations of my Kazakh and Russian, interviews took place in English. This therefore limited the available pool of respondents able to take part in the interviews. There may have been limitations to the ability of some respondents to answer questions fully depending on their language ability, and both questions and responses may have been misinterpreted. However, respondents provided enough initial data to answer the research questions at this stage and I do not evaluate that language presented any serious hurdles in the interview process.

In addition to the follow up interviews conducted with survey participants, one further interview was conducted with an academic expert and Kazakh sociolinguistic researcher, at KIMEP University's College of Humanities & Education and one of the most prominent and published scholars on sociolinguistics research in Kazakhstan. The interview with this respondent was also semi-structured, drawing on initial analysis of the survey data and discussing some of the theories and concepts guiding this study in the context of Kazakhstan.

### Sampling & Distribution

The survey used initial convenience and then respondent-driven snowball sampling. The survey was distributed first by asking personal contacts who fit the eligibility requirements to participate in the survey. They were then asked to share this with friends and family who also met the eligibility requirement. I also asked non-local friends, other students, and other contacts and organisations to share it with eligible participants. Additionally, I contacted all universities in Almaty and requested them to distribute the survey to their alumni mailing lists.

Unfortunately, this proved to be an ineffective means of collecting respondents. Of the 25 universities contacted, only three universities responded and agreed to share the survey. Naturally within the constraints of a master's thesis it was not possible to reach a sample group which can claim to be representative of even the selected population group. However, given the exploratory nature of this study, this was not one of its aims.

## Population Group

The survey was limited to participants who met the following criteria:

- 1) Aged 18-35
- 2) Citizen of the Republic of Kazakhstan
- 3) Currently a resident of Almaty
- 4) Minimum of a bachelor's degree
- 5) Either currently employed (full-time, part-time or self-employed) OR unemployed and currently actively seeking employment.

It was a deliberate decision to restrict this research to the limited population group defined by these criteria. Given the limitations of a master's thesis, I decided that it was best to focus my research on a specific demographic group in a limited geographical location in order to be able to draw more robust conclusions and conduct more in-depth analysis on the data collected. I shall now detail the reasons for the selection criteria of the population group.

The age group of 18-35 was chosen for several reasons. These are the first generation of workers who have grown up under the Kazakh-Russian-English trilingual education policy. They are also the first generation to have grown up in an independent Kazakhstan seeking its own national identity and under the context of rapid social economic and political change. There is also a movement amongst youth of a revival for a "modern Kazakh identity", propagated through fashion and music. They are also the population most likely to speak English and are thus able to give the biggest insights into English and other languages in Kazakhstan. There are of course limitations to this age group - younger people may be more likely to be involved in less traditional types or patterns of employment, they are also more likely to be highly between locations and jobs. They are also likely to have been impacted by the COVID-19 pandemic, perhaps beginning careers in this period and as such may not have had a typical workplace experience. The upper age limit of 35 allowed for some individuals

with further career experience to be included. This age group unfortunately does not allow for a comparison with Soviet era, or early post-independence developments. I did consider the possibility of a comparative study between age groups but deemed this would be too complex in the limitations of this master's thesis.

That the individual had to be a citizen of Kazakhstan was particularly important in the current geopolitical situation. With the recent mass influx of Russian migrants due to mobilisation in Russia, it was important to restrict this group from participation as they might have views that are not representative of the long-term situation in Kazakhstan.

Almaty was chosen as a site of research for several reasons. As I am currently based in Almaty studying at KIMEP University I had an extensive network of personal contacts in the city to whom I could distribute the survey. I considered the possibility of extending my research to other sites in Kazakhstan but decided against this due to a lack of networks in other locations. I was concerned that it would not be possible to get a balanced number of respondents in other sites. Almaty was also chosen because it is the location where work is most likely to be focused on communicative and linguistic skills, compared to other cities with more of a manual or industrial focus. Therefore, linguistic developments in the city in the context of economy and business are likely to be more pronounced. It is a favoured location of international organisations or companies, allowing for the exploration of the roles of English and other languages in the Kazakh labour market. Additionally, in other parts of the country, Russification was not as pronounced in the first place, therefore Almaty allows us to see more clearly processes of change. Almaty is also both diverse and balanced in its ethnic make-up compared to other parts of the country, allowing for an exploration of the attitudes and practices of a wider ethnic pool. Choosing Almaty is also useful as it experiences large amounts of migration from rural areas or other cities. This increases the likelihood of capturing individuals from a variety of different linguistic background. That having been said, Almaty as a site of research also presents limitations. Almaty is significantly more affluent and cosmopolitan than other parts of the country with a different history so may not be representative of the whole country.

Individuals with a minimum of a bachelor's degree were selected over other groups as a control factor. It was considered that this would allow for language to be more prominent in considering job search possibilities and workplace performance. Individuals with a lower level

of education might face other limitations to their employment possibilities beyond language, preventing a closer focus on this variable. People with a tertiary education are more likely to be employed in the types of jobs where linguistic skills play a more important role. Additionally, those who are educated are more likely to be more mobile and mobile individuals are more likely to be employed (Drinkwater & O’Leary 1997).

Naturally, with the selection of this specific population group there are limitations, and the data cannot be representative of the entire population of Kazakhstan. Some of the limitations of this demographic group are discussed further in the analysis of the data.

### Positionality as a Researcher

I will also briefly note my positionality as a researcher and how this may have influence respondents’ answers. With participants' awareness of the aims of the research and drawing on theories of social constructivism, there is the possibility that some answers may have been co-created in the research process as this research somewhat aims to challenge previously established views of languages in Kazakh society and their typical role or function. Respondents, particularly in the interview may have tailored their answers to meet these criteria. Alternatively, their responses may have corresponded to the dominant narratives of language that already exist and may not show the reality. Particularly in formulating the initial questions for the interview, my own bias may have come into play in seeking situations that indicated some kind of deviation from the traditional narratives. I sought to mitigate this in the interviews by asking a combination of questions about both ‘expected’ and ‘unexpected’ survey responses.

### Non-Methodological Limitations of the Research

I have addressed several of the limitations of the methodology and methods of this research throughout this section so far. However, the presented data and its analysis must be viewed in the context of recent and ongoing domestic and geopolitical events which may limit the accuracy or longevity of this data since situations might change rapidly or the impact of these situations might not have fully realised themselves yet. These situations include the Russian invasion of Ukraine and the Bloody January protests which took place in Kazakhstan in January 2022, both of which impact and will continue to impact domestic and geopolitical factors.

## Ethics

This research was conducted under ethical approval from the University of Glasgow School of Social Sciences Ethics Committee (see Appendix 1).

All participants (for both survey and interview) were given a Participant Information Sheet, a Privacy Notice and asked to sign a Consent Form (all translated into Kazakh, Russian and English) (see Appendices 2, 3, 4 and 5). The wording of the Participant Information Sheet and the Consent Form was slightly different for survey and interview participants. For survey participants, the Consent Form was embedded into the survey (also translated into Kazakh and Russian). For those who did not give full consent, the survey was immediately terminated. For interview participants, a copy of the Consent Form was sent prior to the interview. For survey participants, the Participant Information Sheet and Privacy Notice were provided as separate attachments with Kazakh, Russian and English translations. For interview participants, copies of these documents were also sent to participants prior to the interview.

For survey participants, no identifying information (including IP addresses) was collected, and participants had the opportunity to opt out of all demographic questions in the survey. Names and contact information were only collected from those who chose to do so and only for the purposes of contacting them to arrange an interview. This information was destroyed immediately after the interview, except in cases where we agree that I may have some follow up questions. Participants are referred to by pseudonym. All non-expert interviews were conducted online. Additionally, no questions were asked directly about views and opinions on the Kazakh Government's current Language Laws and Policies.

Research data was stored on an encrypted hard drive and will be held for 10 years as per the University of Glasgow's Code of Good Practise and Research. It will be destroyed on 31<sup>st</sup> March 2033.

## Evaluation of Data Collection & Methodology

Firstly, I would like to acknowledge the limits of the development of the ontology, epistemology, research design and analytical process and the tying together of theory, method and data in this methodology and research. I put this weakness down to a lack of experience as

this is my first research project in social sciences and have tried to incorporate them to the best of my ability at this stage. I hope this is something I will be able to develop at further levels of study.

Regarding the data collection, a major issue was a lack of ethnic Russian respondents. Ethnic Russians make up almost 10% of the population of Almaty region (*Дашборд по переписи населения 2021 года, 2021*) but were representative of only 3% of survey respondents. I have addressed some of the possible reasons for this in Demographics and Socio-Economic Status of Respondents. After realising the initial lack of ethnic Russian respondents, I did try to recruit more but unfortunately this only provided minimal success.

I also received some criticism from survey respondents about the Russian translations of my survey which was disappointing as I made use of a professional translator. Most of the respondents who commented on the translation also made more general criticism of the purpose of such a survey which may demonstrate that they were generally searching for something to criticise. In future I will be sure to have any translated surveys or other materials checked over by a third party.

I feel that choosing to conduct follow up interviews was the correct choice. If I had the chance to conduct this study again, I would place more emphasis on the interviews as the insights gained through them were quite significant. Alternatively, I would have made the short answer components of the survey mandatory (I chose not to do this as given the length of the survey I was concerned respondents may have been put off completing it). I assess that there was enough consistency in the themes that emerged between the individuals who participated in the interviews that the data gathered is sufficient at this stage.

Overall, I am satisfied with the quality and quantity of data gathered for addressing this research. Most participants showed a great interest and enthusiasm in taking part in the project. I will now present the data and its analysis.

## Results and Analysis

The results of this research will now be presented as follows: first I will share an overview of the demographic and socio-economic make-up of the respondents. I will then discuss the respondents' general language abilities, experiences, and attitudes. This data provides valuable context for the data that follows and its subsequent analysis and discussion. Following that I will present the data on the use of languages in job search and the workplace and then the attitudes towards languages in these two domains. As will be seen there is a contrast between the actual use of language and attitudes respondents have about the languages. This echoes the previously mentioned sociolinguistic studies in Kazakhstan (Amantay et al., 2017). In the primary analysis I will focus on Kazakh and Russian language use and attitudes. English and other languages will be addressed in a separately. Finally, I will highlight some other key themes which emerged in the interviews.

Unfortunately, due to limitations of space and the abundance of data collected it was not possible for me to conduct extensive analysis based on demographic, socio-economic or linguistic ability variation. This information is presented primarily for context and transparency. There were also some limitations to the data collected in terms of demographic and sectoral variation within an already narrow population group, as such limiting the feasibility and reliability of this type of analysis. I have briefly noted a few salient points related to some variations throughout the results and analysis and hope to be able to expand on this topic in a future research paper.

In total, there were 70 survey respondents. 7 responded in Kazakh, 49 in Russian and 14 in English. The high level of responses in Russian is not surprising following Smagulova's (2019) paper on the functional distribution of languages in Kazakhstan, with Russian being deemed to be associated with more "serious" tasks. It may also be related to many written tasks generally being conducted in Russian and a higher level of comfort in doing so – this and the reasons for it will be discussed further when addressing language use in written workplace situations. The high proportion of respondents who completed the survey in English rather than in Kazakh may in part be related to this too. It may also be related to the groups amongst which the survey was circulated, many of whom spoke English and had close connections to English speakers. Prestige may also play a role, with respondents having a desire to be associated with

English, as discussed in Ahn and Smagulova's paper (2022). This may also have been influenced by knowledge that I, the researcher, was a native English speaker.

Of the 70 total respondents, 58 responded to the survey in full (not necessarily including short answer questions). A further 12 began the survey but provided only partial responses. To include the data that they provided all survey responses are presented as a percentage of the total number of respondents to that question. All percentages are rounded to a whole number to ease data comprehension. All analysis of survey data was conducted, and all graphs, charts and tables created in Microsoft Excel. Approximately 15% of respondents engaged in either some or all the open-ended short answer questions.

A further 40 people attempted to participate in the survey. 10 did not give consent to participate in the survey and 26 were ineligible to take part - most because they did not live in Almaty. 4 respondents answered the initial consent and verification questions but did not continue any further with the survey. All these responses were discarded and are not included in any final analysis.

There were five interview participants. All interviews were conducted online excluding one interview which was a written interview at the request of the participant who felt more comfortable writing in English than speaking. I evaluated that this did not have a negative impact on the quality of her response, or the data collected. Interviews lasted between 30 and 60 minutes depending on the respondents' answers. Please see Appendix 8 for further information. This does not include information about the one expert interview.

## Demographics and Socio-Economic Status of Respondents

Of the total number of survey respondents, 64% were female, 31% were male, 3% identified as non-binary and 2% selected "rather not say". Of respondents who gave their age, the vast majority (84%) were over 25. This makes sense given that respondents had to hold a minimum of a bachelor's degree to participate. 84% identified as Kazakh and 11% identified as another ethnicity or mixed (German, Uyghur, Uzbek). 2% preferred not to say. A major limitation of the survey was a lack of respondents who identified as ethnically Russian who totalled just 3% (although of the respondents who identified as mixed, most were Russian mixed with another ethnicity). This limits the results of this thesis in that the responses are not

representative of the ethnic make-up of Almaty or Kazakhstan as a whole and do not present the full range of experiences. This is particularly problematic when analysed in the context of the work of Blackburn (2019) who feelings of discrimination and issues accessing, in particular, public-sector jobs amongst young Russians in urban areas. It is unclear why there was such a difficulty in recruiting ethnic Russians to participate in the survey. One issue might be that the initial circle of personal contacts amongst which the survey was distributed were largely ethnic Kazakh. However, there is usually, based on personal experience, not a strong ethnic divide in friend groups. One possibility might be that ethnic Russians have less of an interest in the topic of language, particularly in the context of employment and the workplace. They may feel less of an interest in revival of Kazakh language and given the strong presence of Russian in employment and the workplace, might feel the topic was not of relevance to them. Another proposed reason by my supervisor was that in the current climate of the Russian invasion of Ukraine, respondents may have felt less comfortable identifying themselves as ethnics Russians.

91% of respondents were born in Kazakhstan. Of those born in another country, 80% were born in China and 20% were born in Uzbekistan. They all identified as ethnic Kazakhs. 40% were part of a Kazakh repatriation programme, with half coming from China and half coming from Uzbekistan. All others were born in China and had come to Almaty for education purposes. Of this group, only the respondents from Uzbekistan reported to have a high level of knowledge of Russian; the group from China all had high levels of Kazakh knowledge.

The low percentage of Kazakhs from repatriation programmes might be explained by the geographical spread of these individuals. Ethnic Kazakhs who are part of repatriation programmes often do not choose where they are resettled. There are reports that many are resettled in predominantly ethnic Russian areas (Najibullah, 2022) to rebalance the ethnic make-up of these areas. Therefore, in more ethnically diverse settings such as Almaty, there may be less resettlement of ethnic Kazakhs.

76% of respondents were currently employed, 15% were self-employed and 9% were currently seeking employment. According to World Bank Data, (*Unemployment, Total (% of Total Labor Force) (National Estimate) - Kazakhstan | Data*, n.d.) in 2020 an estimated 4.9% of the Kazakh population was unemployed, therefore this data represents a higher group of unemployed than the national average. There may be some unreliability in the reported

statistics on unemployment in Kazakhstan which may explain this deviation. In the context of this survey though, a higher number of unemployed respondents is useful as it can tell us more about their more current experiences of job search and employment.

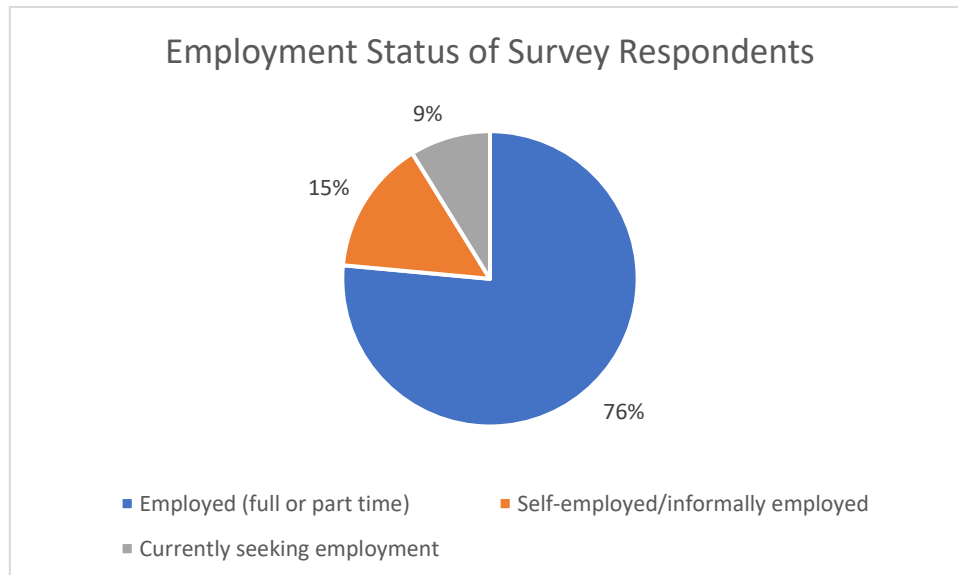


Figure 2: Employment status of survey respondents

Of those respondents who were employed, 48% worked in a local private or non-profit company/organisation, 34% in an international/foreign owned private or non-profit organisation, 7% in the public sector and 11% were self-employed or owned their own business. The high proportion of respondents working in local companies or organisations is useful for providing thorough insight into linguistic developments in the local economy, whilst the reasonable proportion of international/foreign owned companies or organisations gives insight into the role of English and other languages. Respondents worked in a variety of sectors which are detailed in Figure 3. Most highly represented are business, consulting and management (10%), information technology (11%) and teacher training and education (20%). The high proportion of respondents working in teacher training and education might be explained by two factors. Firstly, is related to my own personal network of contacts in Almaty which contains a high number of individuals working in this industry. Secondly, those working in this industry may be language teachers and have a higher level of personal interest of participating in such a survey.

Industry/Sector	% of Respondents
Accountancy, banking & finance	3%
Business, consulting and management	10%
Creative arts and design	8%
Energy and utilities	2%
Engineering and manufacturing	2%
Environment and agriculture	2%
Healthcare	3%
Hospitality and events management	2%
Information technology	11%
Law	2%
Law enforcement and security	2%
Leisure, sport and tourism	5%
Marketing, advertising and PR	3%
Media and Internet	3%
Other (please specify)	10%
Public services and administration	2%
Retail	2%
Sales	5%
Science and pharmaceuticals	2%
Teacher training and education	20%
Transport and logistics	3%

*Figure 3: Industries/Sectors Respondents Worked In*

Two survey respondents noted in their short answer questions that language issues varied greatly by the work and field of work, as well as by geographic location. As mentioned, due to limitations of space I am not able to conduct in-depth analysis of by sector variation. Furthermore, the scattered distribution of individuals other than in the three sectors listed above makes it difficult to conduct a reliable analysis of by-sector variation. However, some hints are made throughout this analysis, and this may be a topic for further research.

Approximate annual incomes ranged from 1 to 9 million KZT. The average income in Almaty is approximately 5 million KZT per year, therefore this respondent group is representative of the average socio-economic status of Almaty inhabitants, increasing the reliability of the data in this research. Respondents had been 1 and 17 years work experience, with the average being 8 years' experience.

## General Linguistic Ability, Experience & Attitudes

I will now present the data on the general linguistic abilities, experiences and attitudes of survey and interview respondents, providing a broader context to the results that follow.

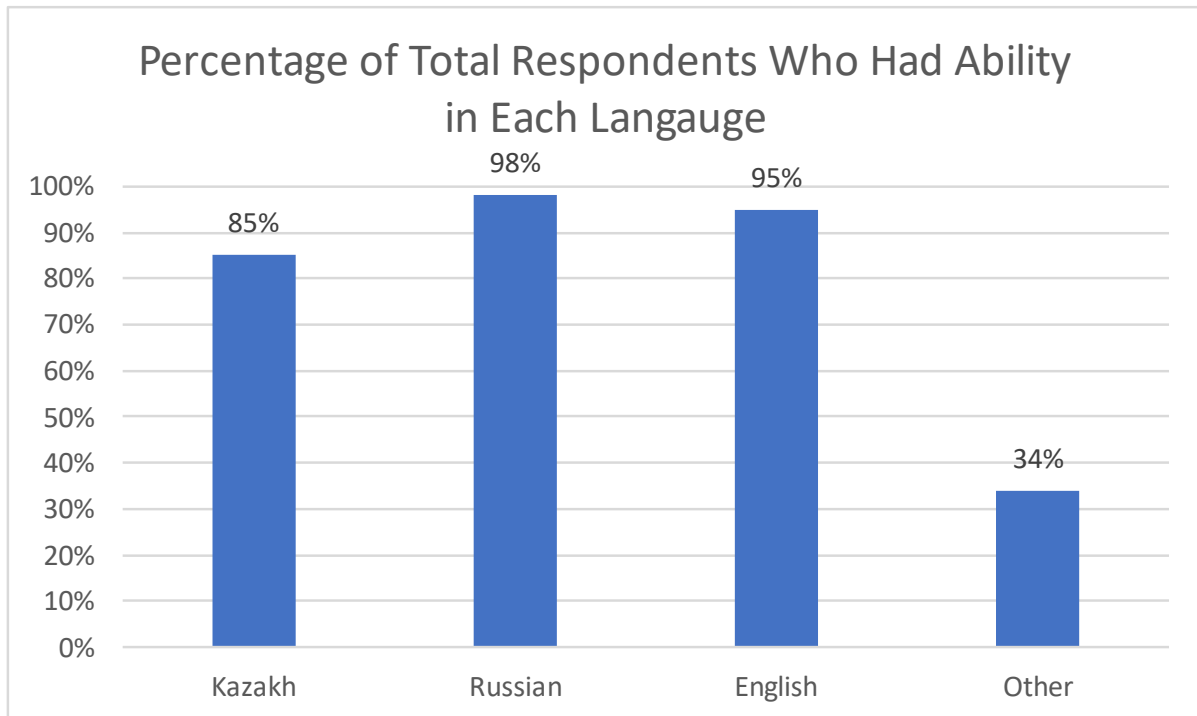


Figure 4: Percentage of total respondents who knew Kazakh, Russian, English or an Other language.

As can be seen in Figure 4, almost all survey respondents claimed knowledge of Russian and English language - 98% and 95% respectively. A slightly lower percentage, 85% claimed knowledge of Kazakh language. 34% of respondents claimed knowledge of another language. Other languages included - Chinese, German, Japanese, French, Korean and Turkish. The language knowledge of the respondent group therefore does not correspond to the statistics presented in the most recent Kazakh National Census, which showed a higher level of Kazakh knowledge and significantly lower level of Russian knowledge. There was no information about English language knowledge in the most recent census. This survey took place in Almaty, which is not representative of the whole country and regions have significantly higher levels of Kazakh knowledge. It is also an urban area where level of Kazakh is likely to be lower. Furthermore, the age group does not include younger and older generations. Younger generations are more likely than previous generations to be enrolled in Kazakh school and older generations are also more like to speak Kazakh.

Looking at the combinations of languages spoken by respondents presented in Figure 5-80% of respondents claimed to have a knowledge of Kazakh, Russian and English. 32% of this group also claim to know another language. 13% knew only Russian and English and the remaining 7% was made up of other combinations of language knowledge. Significantly, no respondents claimed knowledge of only Kazakh language. This is not surprising given the young, educated make-up of the respondent group.

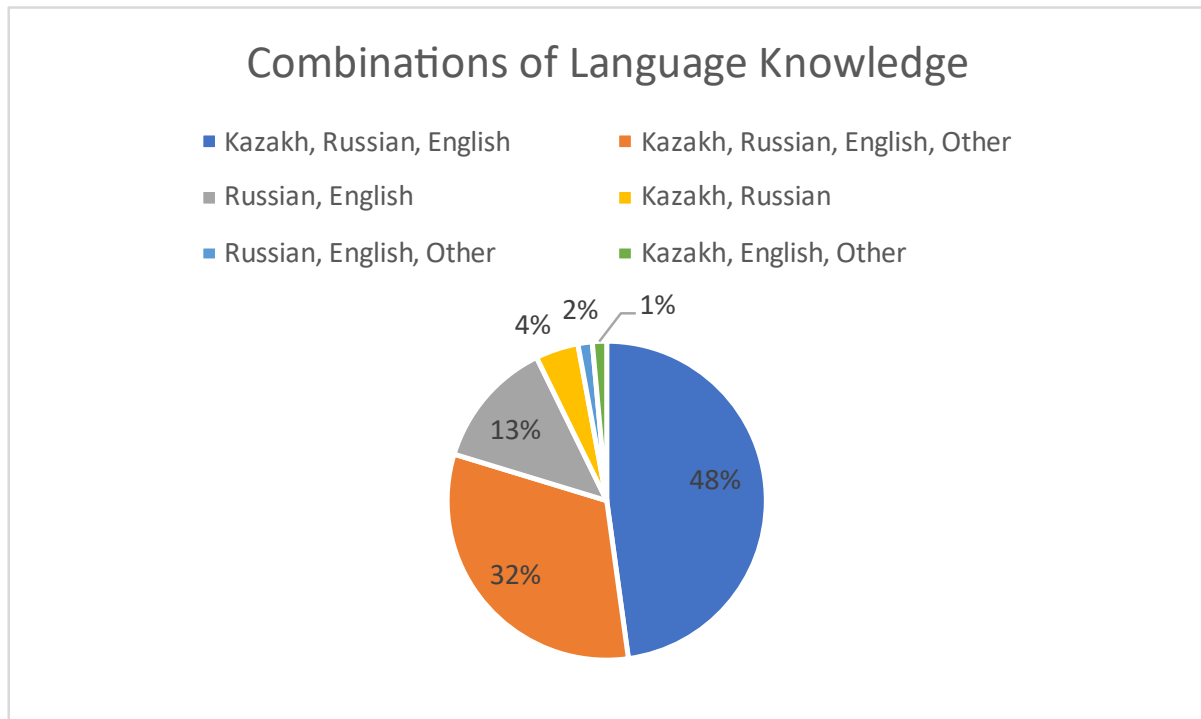


Figure 5: Combinations of language knowledge

It is also important to look at the level of language ability in each language of the respondents. As noted in the Methodology, it is very difficult to assess accurately the language levels of individuals from self-reported survey answers. However, for the purposes of this study, the data collected and presented in Figure 6 is sufficient to give us a general overview of language ability and to demonstrate some of the issues highlighted by interview respondents. As can be seen, a large proportion of respondents had a high level of confidence in both their written and spoken Russian abilities, especially when compared to Kazakh language abilities. In fact, more respondents claimed to be able to speak and write English very well, than claimed to be able to speak or write Kazakh fluently.

A major theme which emerged amongst multiple interview respondents was feeling that they either, found it easier to express themselves more freely in Russian or found it difficult to

read and write in Kazakh. This was in part attributed to the poor quality of Kazakh materials. One respondent noted “*I don't feel like I can confidently and freely speak and express my thoughts in Kazakh*” and another said “*When I started improving my Kazakh. I understood that it's very difficult language and it is better for me to explain myself in like in [sic] Russian and or in English...*”

Regarding written materials, another noted “*Because even though it's in written Kazakh a lot of people complain, it's very difficult to read. So, it's easier to read in Russian.*” Interview respondents also noted feelings of shame in their spoken Kazakh, often feeling they faced criticism if their Kazakh was not good enough, which discouraged them from speaking Kazakh. Language attrition (loss of language skills) was another issue identified with regards to Kazakh knowledge. This in part can be explained by complex linguistic experiences in childhood.

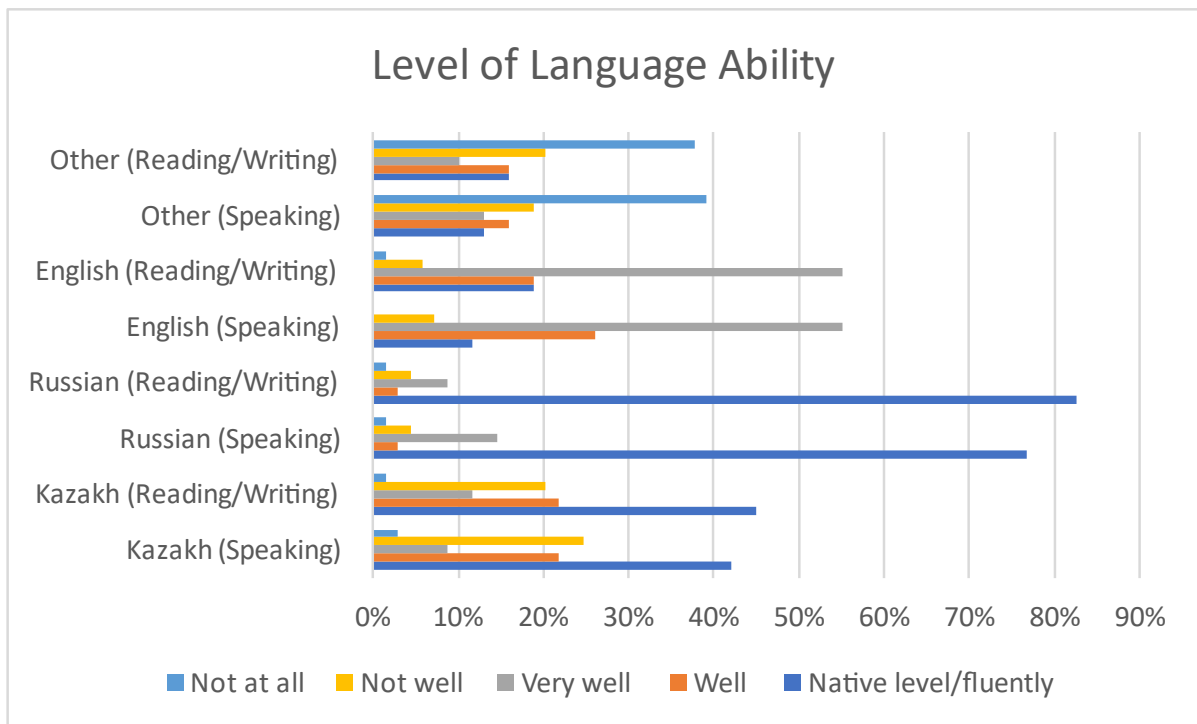


Figure 6: Self-reported level of language ability of respondents

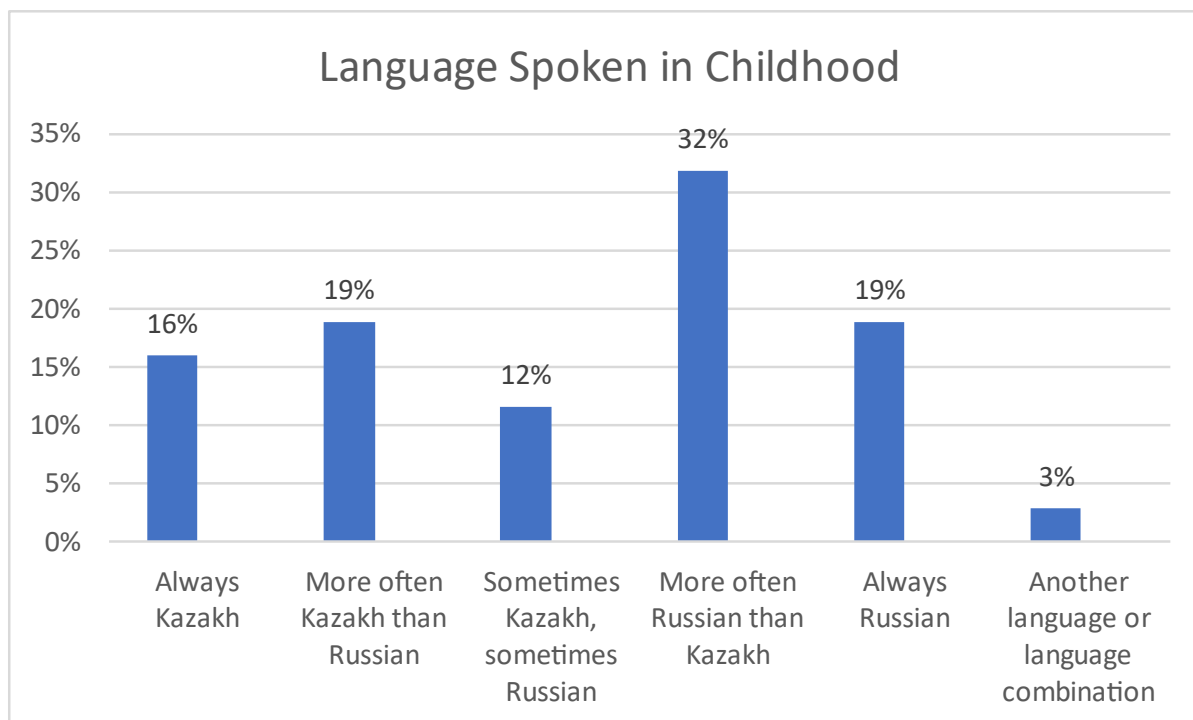


Figure 7: Languages spoken in childhood.

Referring to Figure 7, we can see a significant mix in the language predominantly spoken at home in childhood (although with “*More often Russian than Kazakh*” being chosen by most respondents). This aligns with the previous research on language use in home and family domains which found mixed patterns of language use (Amantay et al., 2017; Smagulova, 2019). When exploring the topic further in interviews, several respondents had spoken Kazakh at home earlier in their life but once they moved to urban areas or started their education, the language at home and the primary language they spoke changed to Russian. This is demonstrated by the experience reported by the following respondent: “*So, I spoke only Kazakh, until I was four years old. Then we moved to the city. And when I met some of my childhood friends, they all spoke Russian. And I learned Russian from them. From then on, I only used Russian.*” Whilst this is partially explained by the respondents move to an urban area, it might also be explained by more negative attitudes towards Kazakh during this era. One respondent noted “*...the kids in school were very rude about Kazakh culture.*” Respondents may have felt peer pressure to switch to using Russian language over Kazakh in public settings.

These kinds of switches are also partly explained by the movement into education which for most respondents was in Russian language (Figure 8). However, it is important to note the higher numbers of children now enrolled in Kazakh schools. This is a significant factor and an indicator that the linguistic situation in Kazakhstan will likely change. An increase in students enrolled in Kazakh medium schools will lead to a higher percentage of educated

Kazakh speakers in the country which will filter into other domains of society, including the labour market.

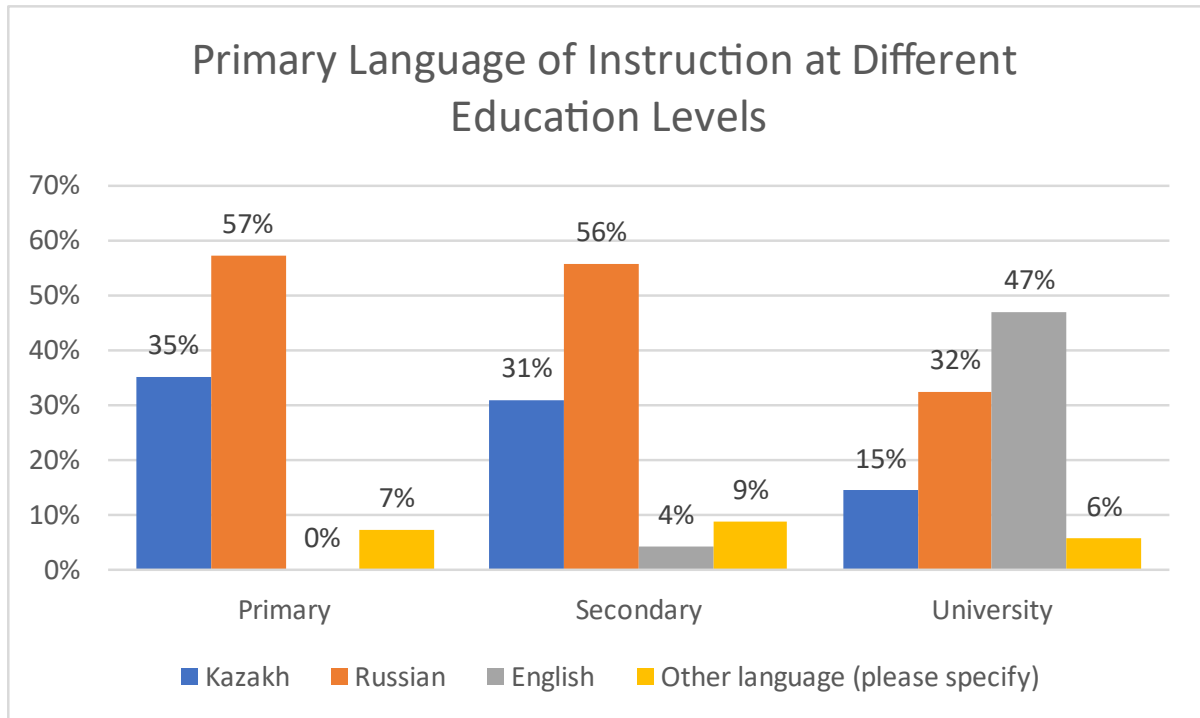


Figure 8: Primary language of instruction of education at different levels

It is important to note the attitudes of interview respondents, towards Kazakh language. Despite lack of confidence in their Kazakh abilities and feeling that Russian was a preferable language to use in certain contexts, combined with their linguistic experiences in childhood and education, almost all interview respondents had extremely positive attitudes towards the Kazakh language and expressed a high level of interest in improving their Kazakh, a strong affinity towards Kazakh as part of their identity and culture and a noted change in general attitudes towards Kazakh in society.

*“I have this passion and desire to know it [Kazakh language] more...”*

*“But about three or four years ago, the wave of becoming more aware of your language, of your culture, it started, and I started to understand that it's very important to keep my language and my culture. “*

Respondents noted that they had particularly witnessed younger people having a strong desire to learn Kazakh:

*“For instance, what when I was talking to younger people, they are really interested in learning Kazakh.”*

Several respondents also alluded to the fact that this increased desire to learn Kazakh in their life had happened quite recently, within the last three to four years, revealing that this is a current trend, indicating the beginning of a change in Kazakhstan in the linguistic situation and attitudes:

*“For the past two or three years, I’m starting to think that I need to improve my Kazakh.”*

They also acknowledged an increased desire amongst ethnic Russians to begin learning Kazakh. This is particularly notable in the context of the invasion of Ukraine with ethnic Russians in Kazakhstan being motivated to distinguish themselves from Russians who have fled to Kazakhstan as a result of mobilisation in Russia:

*“...these people started to learn... the language to differentiate themselves from the real Russians who came because of the war situation.”*

The desire to learn Kazakh is also demonstrated in the survey data. When respondents were asked if they were learning or improving a language to improve their chances of finding a job or promotion, they were also given the option of responding that they were learning or improving a language, but for other reasons. Almost 40% of respondents indicated that they were learning or improving their Kazakh “for other reasons” which based on the interview data are cultural or identity-based reasons.

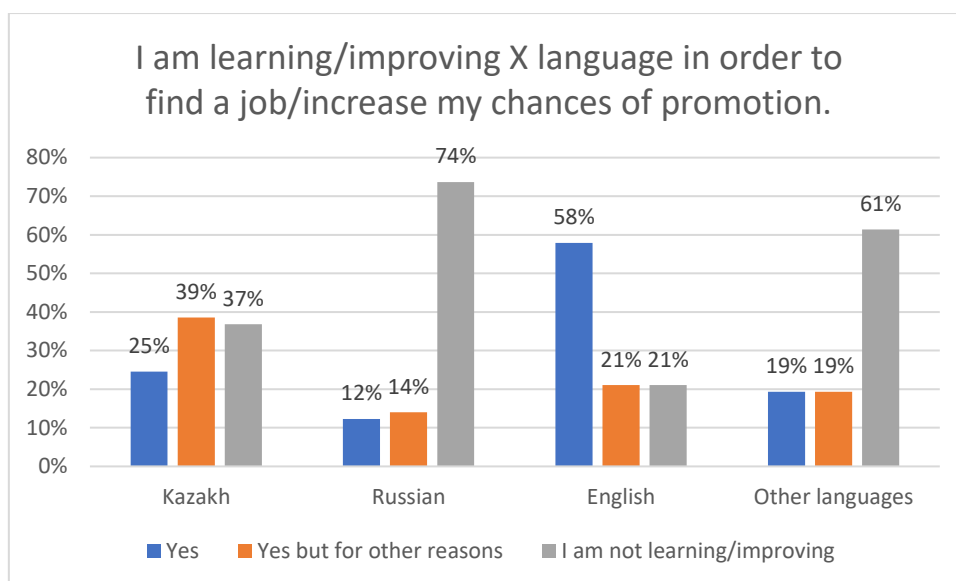


Figure 9: I am learning/improving X language in order to find a job/increase my chances of promotion.

The data presented thus far on general linguistic abilities and attitudes is important for contextualising the data and analysis that follows, particularly the desire to learn and attitudes towards Kazakh language more generally. This indicates a shifting importance placed on Kazakh language, and that previous connotations of Kazakh language being “undesirable” are diminishing. The lack of Kazakh language abilities, and strength in Russian skills is also important for understanding and contextualising some of the next results.

### Language Use, Roles & Functions in Employment and The Workplace

I will now present the data on language use in employment and workplace situations. Firstly, I will show the languages used in four aspects of job recruitment:

- 1) language advertisement was written in;
- 2) language application was submitted in;
- 3) language interview was in;
- 4) the language requirements which the job advert stated.

Employed respondents were asked about which languages they had used in these scenarios for their current role and unemployed respondents were asked about which languages they had used for the most recent job that they had applied for. For context, of the employed respondents,

over 90% have been in their current position for at least two years, and over 80% had been in their current position for three years or more. As noted in the

General Linguistic Ability, Experience & Attitudes section, there appears to have been a marked shift in interest to learn and the status of Kazakh language in the last three to four years. More generally there have been significant developments in Kazakhstan socially, politically, and economically, as well as changes due to external events. This means we might anticipate that the unemployed candidates will have a different experience compared to their employed counterparts and that this different experience might be indicative of linguistic change.

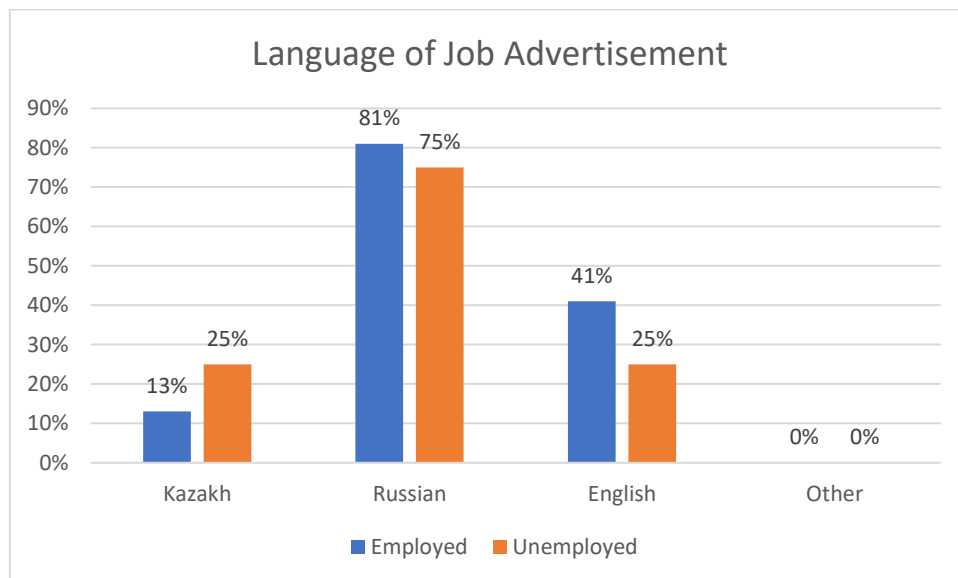


Figure 10: Language job advertisement written in, total percentage with contained each language.

Figure 10 shows the total percentages of job advertisements written in each language. Some advertisements in the employed group were written in more than one language, with the most common combination being Russian and English (18%), next Kazakh and Russian (10%) and finally Kazakh, Russian and English (3%). All job advertisements in the unemployed group were monolingual.

It should also be noted that in the employed group, no advertisement was written only in Kazakh, whereas in the unemployed group 25% of job advertisements were written only in Kazakh. No job advertisements were written in another language.

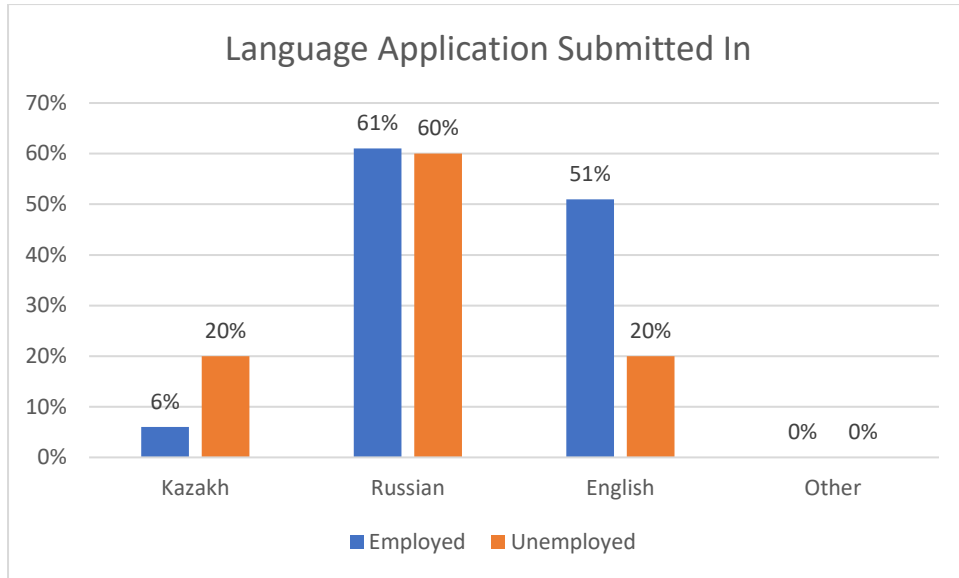


Figure 11: Language application submitted in.

Regarding the language that the job application was submitted in (Figure 11), we can again see a change in the number of applications submitted in Kazakh indicating an increase in its use. As will be seen in the workplace written scenarios, there are deficiencies in Kazakh written skills and a tendency to use Russian in written situations. Generally, companies or organisations translate external documents into Kazakh though, which may explain the discrepancy between the written output of the company or organisation in the job advertisement and the language practises of the individual job applicant.

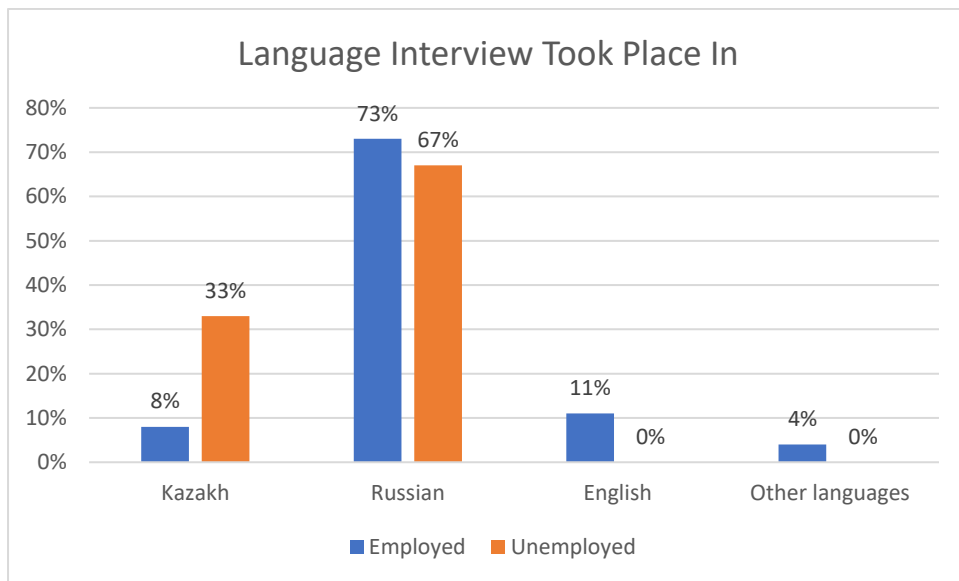


Figure 12: Language interview took place in.

Regarding the language that the interview took place in (Figure 12), we see similar trends of an increase in Kazakh usage. We might also anticipate more variation in the answer to which language the interview took place in compared to the first two questions, as the respondent may have applied to further jobs since their last interview.

In discussing job interviews with interview participants, one had noted the mixed use of language in her interview, in which the informal introductions etc. had taken place in Kazakh but had then changed to Russian when discussing the more formal aspects of the role.

Overall, in these first three scenarios, the use of Russian has remained similar. However, in all the first three scenarios, we can see an increase in the percentage of Kazakh used. Significantly, there was an increase in all three scenarios where the only language used was Kazakh. Although the data from the unemployed group is from a small sample size, this may be indicative of an emerging change whereby, although the presence of Russian is not yet decreasing, the presence of Kazakh is increasing. The decrease in the use of English in these scenarios may in part be explained by the fact that only a very low percentage (14%) of the unemployed group received their university education in English, compared to 47% in the employed group – therefore they may have been less likely to apply for English speaking jobs.

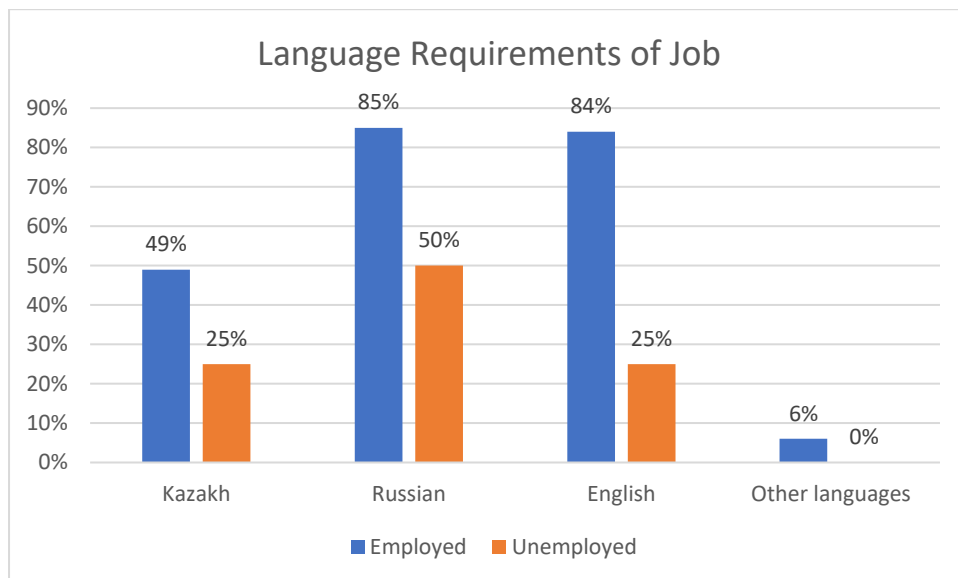


Figure 13: Language requirements of job.

The final scenario – language requirements of the job (Figure 13), overall shows a decrease in the total percentage of jobs requiring a specific language for all four language

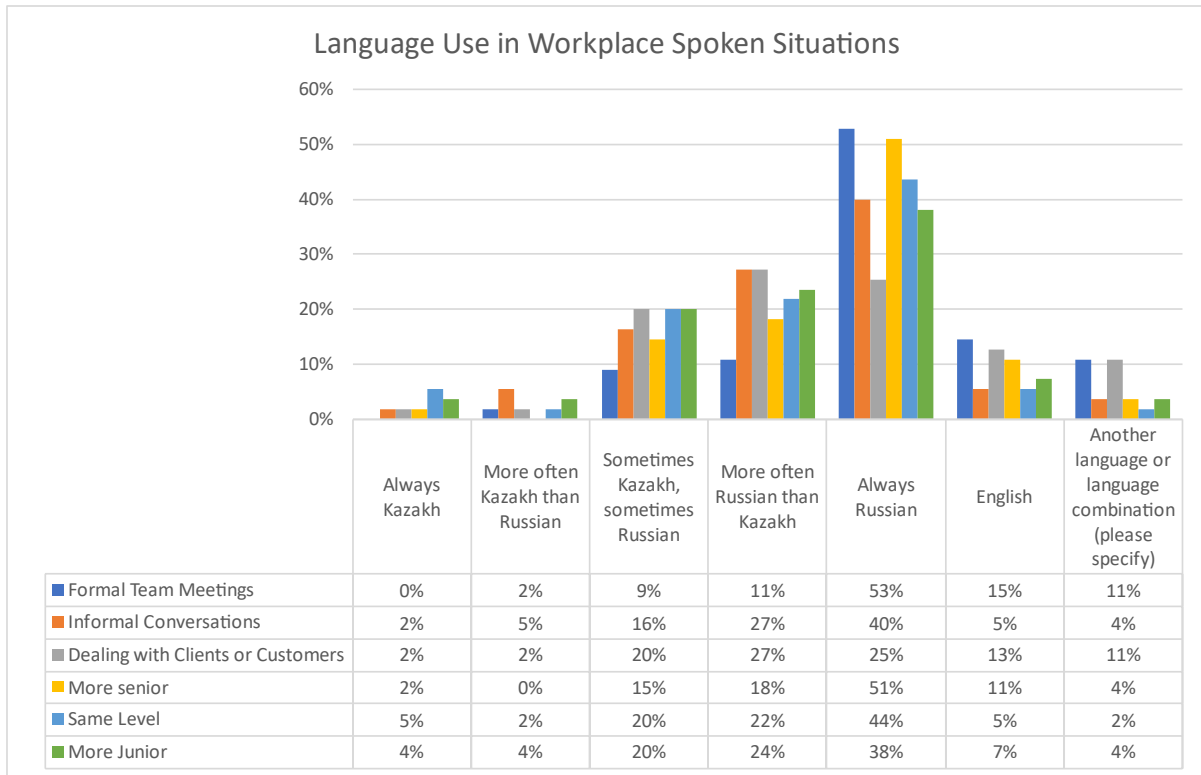
options. This is explained by the fact that in the employed group, a much higher percentage of jobs required a combination of different languages skills (over 80%) compared to the unemployed group, whereby the language requirements were all monolingual. Therefore, the frequency of each language was much higher in the employed group.

Regarding the language requirements of jobs, there may be a discrepancy between what the formally stated requirements of a job are and what employers prefer, similar to that alluded to in Drinkwater & O’Leary’s (1997) study on languages and employment in Wales. One interview respondent noted that knowledge of Russian was “*mandatory*”, whereas Kazakh language was a “*benefit*” in seeking employment, particularly in that companies may be motivated to hire individuals, especially to perform translation tasks and for dealing with customers or clients. Another respondent, who worked in the education sector, noted that she had had issues with finding work without Kazakh language skills as companies were less willing to hire her if she was not able to conduct lessons in Kazakh:

*“I have seen so many prestigious companies and organizations that I try to apply to require a good knowledge of Kazakh and your ability to speak to students... the fact that I wasn't confident about my Kazakh language skills often prevented me from taking the job that I really wanted.”*

She did note that her lack of experience might also be a factor, but she felt that lack of Kazakh language skills was certainly a reason for failing to secure these jobs. The same respondent also noted though that for many people, not knowing Kazakh was not a hinderance to getting a job.

I will now present the data on language use in workplace written and spoken situations which will demonstrate further the kinds of situations where Kazakh or Russian language skills might be needed and discuss more the requirements of these two languages in employment and the workplace.



*Figure 14: Language use in spoken workplace situations*

It should be noted that the use of language appears to vary greatly depending on several factors: the type of work (as one survey respondent noted: “*whether dealing with people or things*”); the preferences of the organisation itself and the influence of colleagues and managers.

The results of language use in different workplace spoken situations is shown in Figure 14. As can be seen, overall, there were very few respondents who acknowledged that they spoke in *Always Kazakh* or *More often Kazakh than Russian* in workplace situations. Russian language plays a dominant role in formal team meetings and in dealing with managers or people more senior to the speaker.

The most variation could be seen in situations where respondents were speaking with clients and customers. In these instances, 20% acknowledge they spoke in *Sometimes Kazakh*, *Sometimes Russian*, 27% *More often Kazakh than Russian* and 25% *Always Russian*. Interview respondents noted that the language used when engaging with customers or clients was dependent on the language of the customer or client. One respondent noted that if a company or organisation did not provide Kazakh language services that this would cause “*public outrage*”

*from the Kazakh speaking community” and that “if you are in the service industry, some people make a big deal if their consultant cannot speak Kazakh.” This type of outrage demonstrated by the response of the public to the scandal with the ChocoFamily Holding Group discussed earlier. Another interview respondent noted:*

*“When the work is communication with clients or partners usually employers prefer candidates who knows [sic] equally Kazakh and Russian.*

*Because there a lot of people who knows only Kazakh language or vice versa so, employers hire specialists who speak both languages.”*

Acknowledging this in reference to the interview respondent who noted that Kazakh was a *“benefit”* in job seeking, we might presume that even if a job does not list Kazakh language as a requirement, there may be higher motivation amongst customer facing companies or organisations to hire those with Kazakh language skills. This demonstrates a need for Kazakh language skills in the labour market, even if only for a small number.

Managers appear to have significant influence on the language use in their working environments. One interview respondent, who worked in the library of a university whose primary language of instruction was Kazakh, noted that in her department, the manager was an ethnic Tajik who had moved to Kazakhstan a decade ago and therefore did not speak Kazakh. Overall, the university did not require that documents be published in Russian – only in Kazakh and English, however due to the language of her manager, the respondent noted that it was necessary to translate all documents into Russian for his approval or amendments. The same respondent also noted that the interview for her current role had begun in Kazakh but had predominantly taken place in Russian. She believed that had her manager not been present the interview would only have continued in Kazakh at her request. She also believed that if the manager was not present in the department the use of Russian would be significantly less. Another respondent noted a similar influence from managers on the linguistic use in their department:

*“Very funny how heads and managers can influence to the language of communication. In my division of back-end development, we speak Russian, cause our team lead is a Russian speaking person... and developers in front-end and mobile development mostly speak in Kazakh because the team lead of this branch speaks in Kazakh.”*

We would anticipate that managers would be older than the rest of their team. Given that these older generations are more likely to speak, and have been educated in, Russian and would have had a lack of access to educational, scientific and technical documents in Kazakh, they would feel more comfortable using Russian in the workplace. If standards of Kazakh education continue to improve and the preference to use Kazakh continues to grow, as the younger generation moves up the career ladder, we might anticipate that they will introduce and influence further use of Kazakh language in the workplace. The language spoken by other colleagues also seems to play a significant role in whether Kazakh or Russian is spoken, and can influence the language use in either direction.

*“Even in my organization, when we do not have an expat presented during the meeting, we conduct this meeting in Kazakh language, not Russian.”*

*So I speak in mostly Kazakh workplace, but my boyfriend, he works in a bank... And half of his colleagues are Russians, and there is no single word that is spoken in Kazakh, ever.”*

It also seemed to affect hiring decisions, with one respondent noting that they would not hire a colleague who did not speak Russian:

*“Because even for communication in the company, not all of us know [Kazakh], and it's gonna be difficult for this person to, be engaged in everyday work.”*

This appeared rather to be about everyday communication in the workplace rather than their ability to perform specific tasks due to a lack of Russian language ability.

Of interest is the situations in which it was noted that respondents spoke in *Always Kazakh* or *More often Kazakh than Russian*. As can be seen in the *Always Kazakh* column, two situations stood out: speaking to those on the same level as me or speaking to those more junior than me. Particularly regarding speaking to those more junior than me, this could be potentially explained by two reasons. There was no indication in the survey question of what exactly was meant by those “more junior” than me, but this could include more junior colleagues or those in the institution who work in more manual roles such as cleaners, technicians etc. Regarding the latter group, this might be that these individuals come from less educated backgrounds and

there is a typical association of Kazakh monolingual speakers being less educated. Therefore, this might be out of necessity of communication with these individuals. Furthermore, given the already discussed trend that younger people tend to have high interest in learning Kazakh, it may be that a newer generation of workers coming into the workplace are keener to use and have a higher level of Kazakh and so we might see a shifting of language use in the workplace as the younger generation enter the workforce.

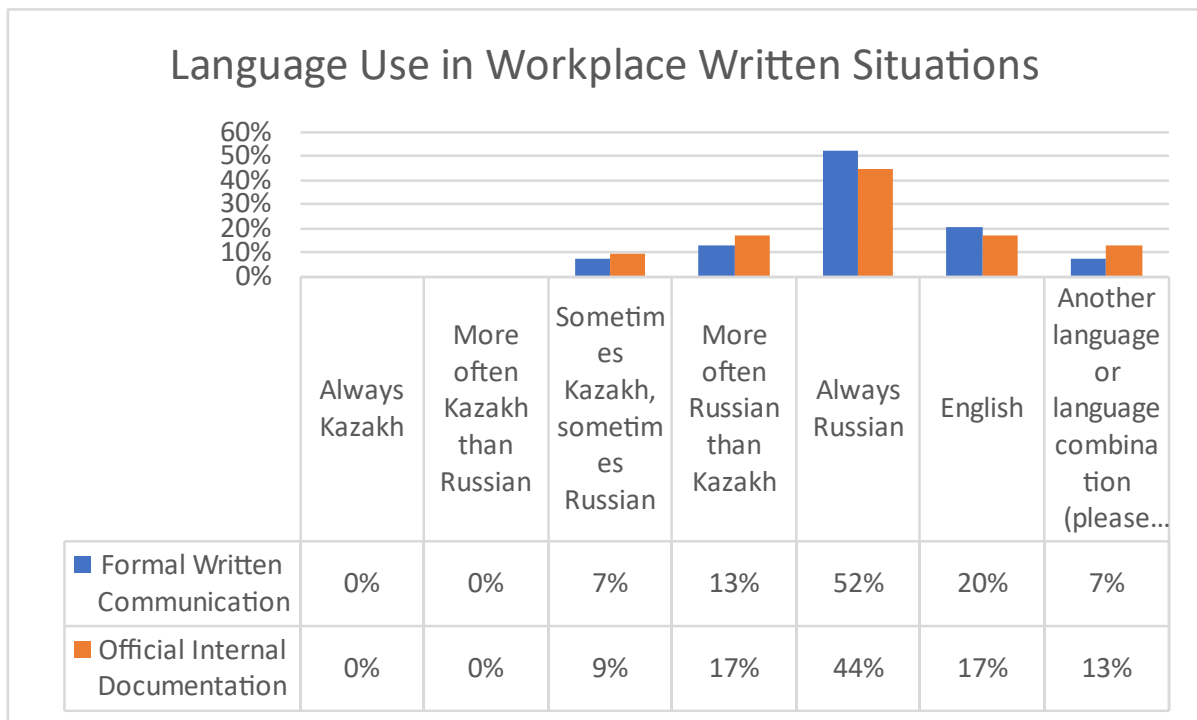


Figure 15: Language use in workplace written situations.

As can be seen from Figure 15, use of Kazakh language significantly decreases in situations involving written work and there were no reported instances where writing was done in either *Always Kazakh* or *More often Kazakh than Russian*. Even the responses of *Sometimes Kazakh, Sometimes Russian* are significantly lower than in spoken situations. This can be explained by three reasons. Firstly, when compared to spoken situations in the workplace, it is less surprising that there would be more variation in spoken situations, when we factor in the demands of clients and customers linguistic needs who may prefer to speak in Kazakh. Based on research in other contexts, which show significant code-switching in speaking between Kazakh and Russian, we would also anticipate there to be more natural variation in spoken speech given its less restrictive nature. Secondly, if most respondents were educated in Russian, it is likely that they would be more comfortable performing written tasks in this language and

have a higher level of written Russian than Kazakh. One interview respondent also noted that growing up they had “*got used to consuming information in Russia.*” The respondent group grew up in a generation where there was less access to media and literature in Kazakh and so may feel less comfortable using the language for spoken and written situations. They also noted on the poor standards of teaching in Kazakh classes which would have affected their written Kazakh ability:

*“Like the teachers that taught in Kazakh classes were less like qualified, less educated... very chill... they were more like, just hanging out in the school”.*

Thirdly, and a key point to which we will return to in the Discussion, is the lack of scientific, technical and academic materials available in Kazakh language. This was raised by several interview respondents. One, whose wife was a medical student studying in a Kazakh university, still had to access many medical journals and textbooks in Russian, rather than in Kazakh. This means that individuals are likely not to have the linguistic vocabulary to complete more technical written work in Kazakh. This is also explanatory of situations such as the anecdotal story I gave of my experience at the dentist. With regards to more technical or formal language, it is therefore likely that people are more comfortable and have more of the necessary skills required to write in Russian than they do in Kazakh.

However, this does not mean that written products and services are not provided in Kazakh. A major theme which came through in interviews was the extensiveness of translation into Kazakh language conducted in the workplace in order to create websites, social media posts and other external or internal documentation. It seems to be commonplace that most documents in many companies or organisations are written first in Russian and then translated into Kazakh. One respondent noted that in her current and previous roles, translating documents had been a major part of her job and that organisations were more likely to hire someone with Kazakh language skills for this purpose. Another noted that they outsourced their translation of website and social media posts to a professional Kazakh translator after they were written first in Russian. Even within government institutions, where there is a requirement that all documents are kept in Kazakh, according to one interview respondent, documents and laws tend to be drafted in Russian first and then translated. This tells us two things. First, that there is a lack of Kazakh language writing ability. Secondly, there is also still a linguistic hierarchy whereby Russian is considered the primary language and then Kazakh has a secondary status

as a language of translation. However, it also points to the fact that there is still a high demand for Kazakh skills and particularly for Kazakh translation skills in the Kazakh job market.

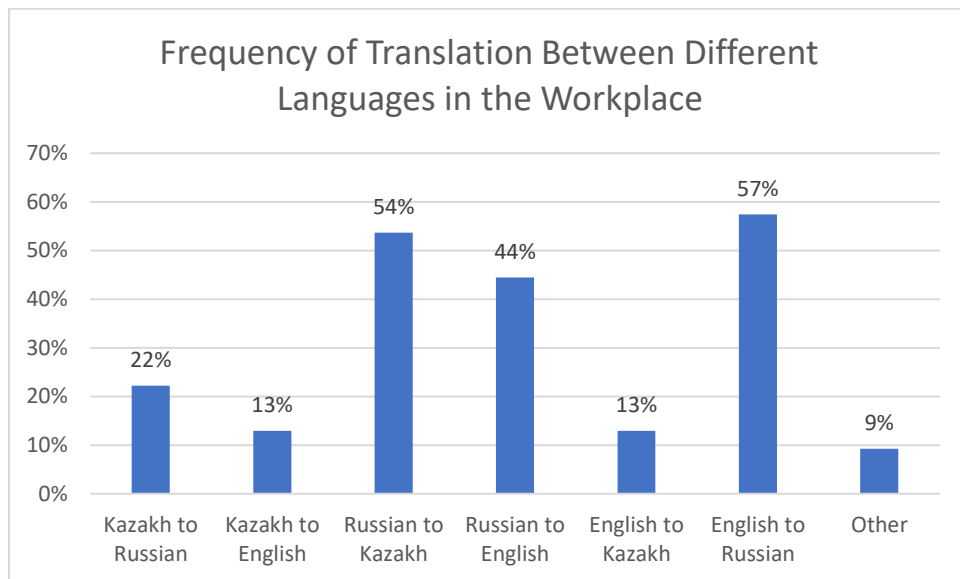


Figure 16: Frequency of translation between different languages in the workplace.

Looking at the survey data in

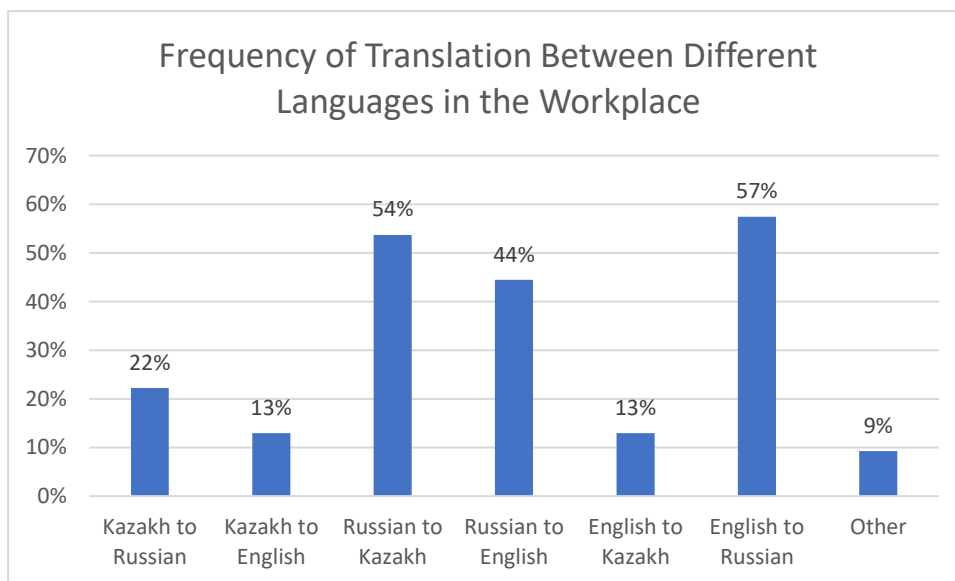


Figure 17, when respondents were asked about what languages they regularly translated between in their company or organisation, we can also see the high amount of translation from Russian to Kazakh that takes place. We can also see a high amount of English to Russian translation. It might be assumed that material, if being translated into both Kazakh and Russian would be first translated in Russian and then translated into Kazakh. This is not unlikely as one

respondent noted that even Kazakh laws were often given poor quality translations which were directly translated from Russian.

However, again this did seem to vary by company or organisation with one interview respondent noting:

*“When it comes to some companies that highly value Kazakh language, these documents are often designed only in Kazakh language and there is not any equivalent in another language.”*

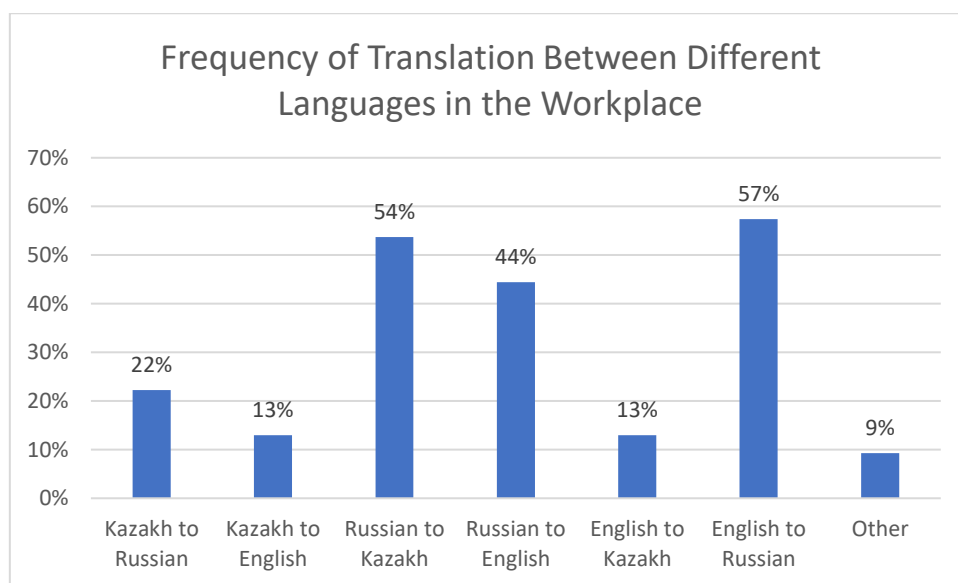


Figure 17: Frequency of translation between different languages in the workplace.

## Language Attitudes in Employment and the Workplace

I will now share a selection of the responses to the language attitudes questions. There were an extensive number of these questions and so I have chosen five salient responses. These represent two attitudes which reflect the “current” reality, one which demonstrates the wishes of respondents and two which reflect thoughts about future developments.

In reflecting on finding their current roles, employed respondents were asked whether they thought each language had been important in helping them find a job.

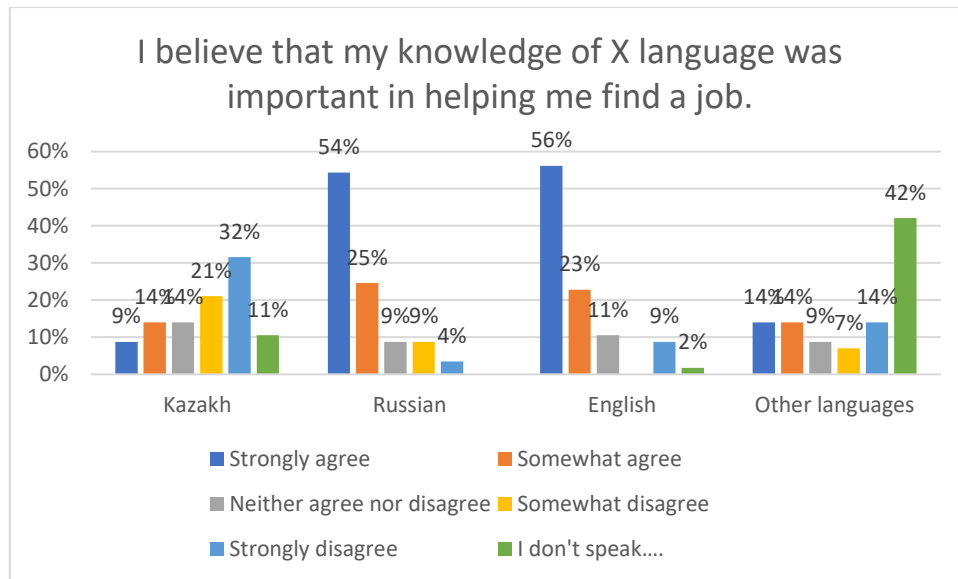


Figure 18: I believe that my knowledge of X language was important in helping me find a job.

As can be seen (Figure 18) 79% of respondents *Strongly* or *somewhat agreed* that their knowledge of Russian had been important in helping them find a job. Only 22% of respondents had the same answer for Kazakh, and in fact 32% *Strongly disagreed* that it had helped them.

However, referring to Figure 19 and Figure 20, when respondents were asked what they thought generally about the need to have certain language skills in order to get a job, although Russian, unsurprisingly, was still considered equally, if not more important (94% of employed respondents and 80% of unemployed respondents either *Strongly* or *somewhat agreed* Russian was important to finding a job), the significance of Kazakh increased. 58% of employed and 60% of unemployed respondents either *Strongly* or *somewhat agreed* that Kazakh was important generally for finding a job in Kazakhstan. This might be explained by two factors. Firstly, in considering their own situation in the first question, the respondents may have felt that their Kazakh language skills were not strong, as reflected in the survey or interview responses. Therefore, they would not have tended to go for jobs with Kazakh language skills and this is indicative only of their personal situation and not as applicable more widely (which is what the question intended to ask). The variation between the responses to these two questions, might also show that a change has occurred since the employed respondents obtained their jobs which although they are not actively seeking employment now, they are still able to observe.

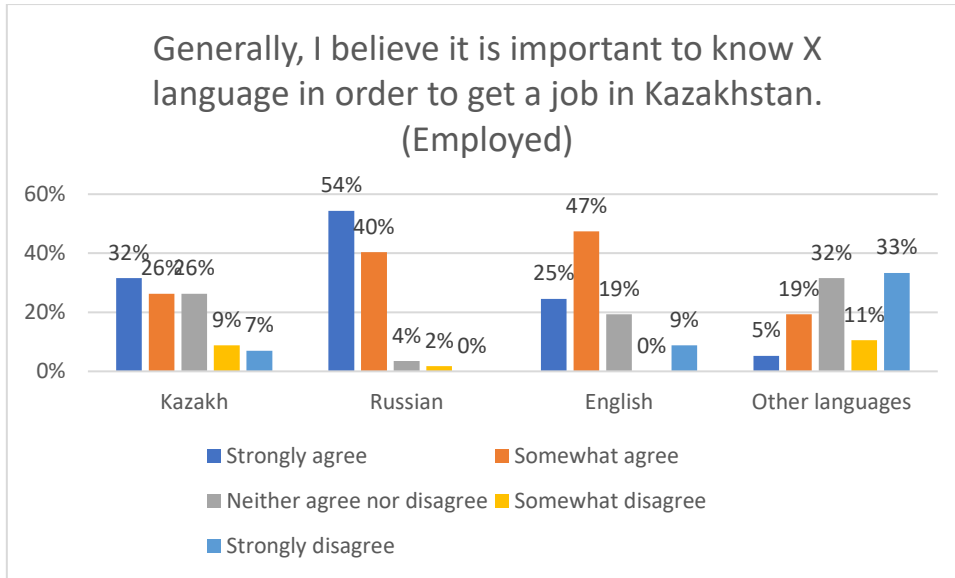


Figure 19: Generally, I believe it is important to know X language in order to get a job in Kazakhstan (Employed respondents).

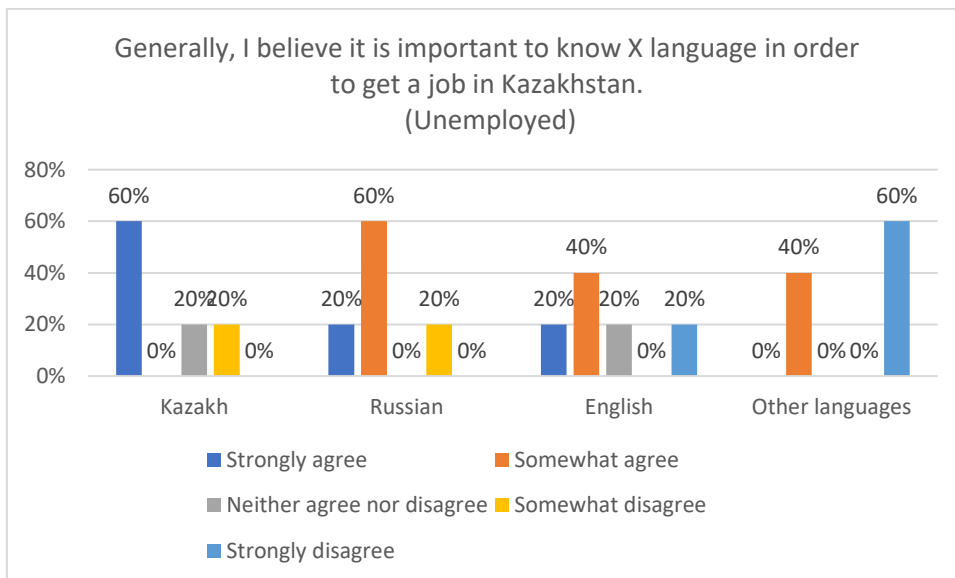


Figure 20: Generally, I believe it is important to know X language in order to get a job in Kazakhstan. (Unemployed respondents)

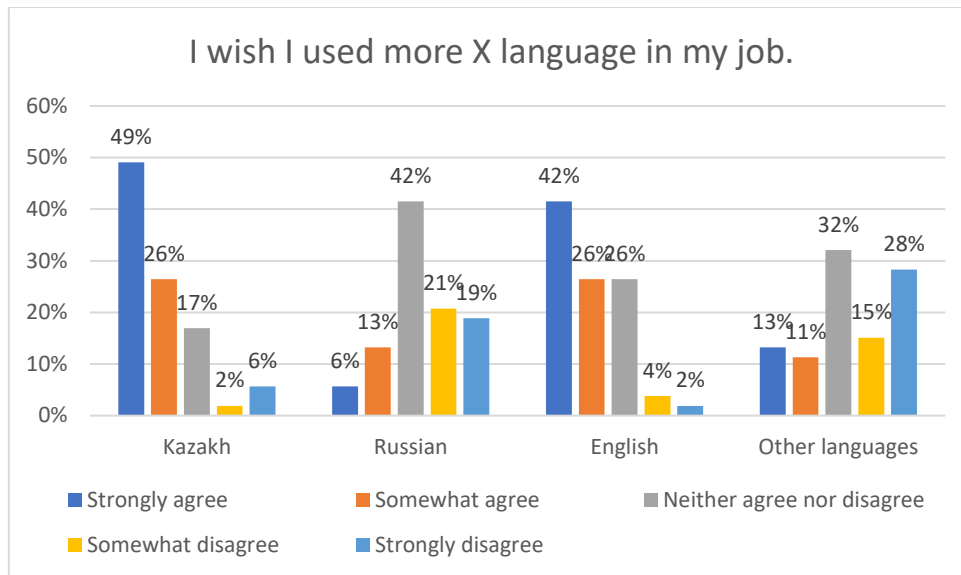


Figure 21: I wish I used more X language in my job.

In Figure 21, it can be seen the high level of employed respondents who expressed wishing to use more Kazakh in their job. Three different interview respondents, who all answered, “*Strongly agree*”, when probed further on the reason for selecting this answer all associated this desire with their more general desire to learn Kazakh and to improve their Kazakh ability, especially in everyday situations.

*“Kazakh is my native language, and I don't want to lose it.”*

*“I want to train my Kazakh like in everyday speech items.”*

*“It's based on again on my inner motivation to learn Kazakh.”*

This indicates that there may be a possibility for language change in other domains to filter into business and economic contexts.

Figure 22, Figure 23, Figure 24 and Figure 25 show answers to questions about attitudes towards the changing and future status of different languages in business, economy, and employment in Kazakhstan. There is large agreement amongst both unemployed and employed groups that Kazakh is or will become more important in the future. In the unemployed and employed groups 60% and 70% respectively answered they either *Strongly agree* or *somewhat agree* to believing that generally Kazakh is becoming more important in business and economy

and 60% and 86% to believing that in 10 years' time knowledge of Kazakh will be more important in finding a job in Kazakhstan.

In the interviews, these views were attributed to the increased number of individuals attending Kazakh schools and future competition from these workers. One interview respondent stated:

*“If I want to stay in the work environment like workforce for a long time, like in 20-30 years, I would [sic] need to be proficient in Kazakh language because I think new generation more and more are better than my generation.”*

Regarding the status of Russian, many respondents said they *Neither agreed nor disagreed* in response to these questions. Unfortunately, the inverse of these questions was not asked in the survey (*I believe X language is becoming less important*) and so it is difficult to discern if for these responses and for those who answered *Strongly* or *somewhat disagree* whether or not this meant they thought it would become less important or just that it would not become more important than it currently is.

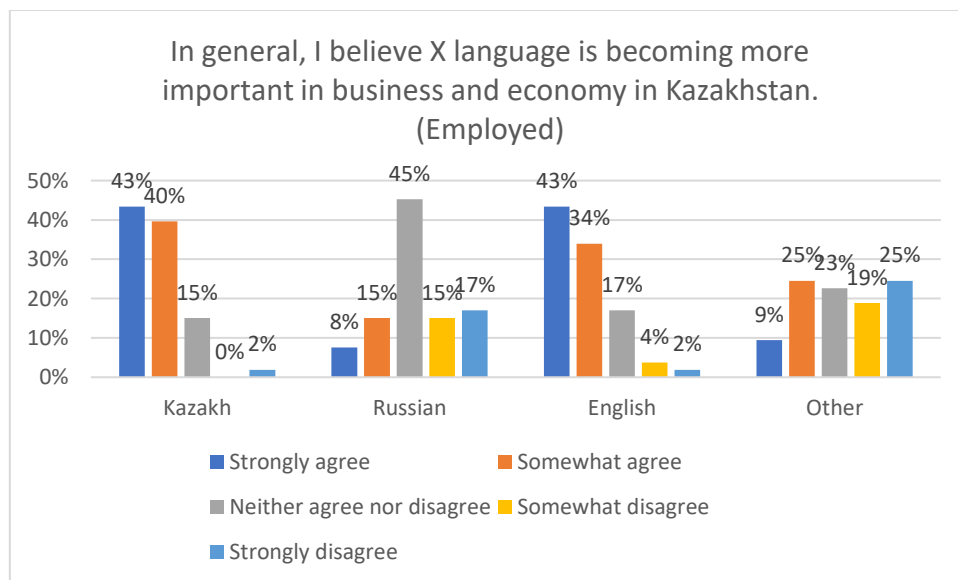


Figure 22: In general, I believe X language is becoming more important in business and economy. (Employed respondents)

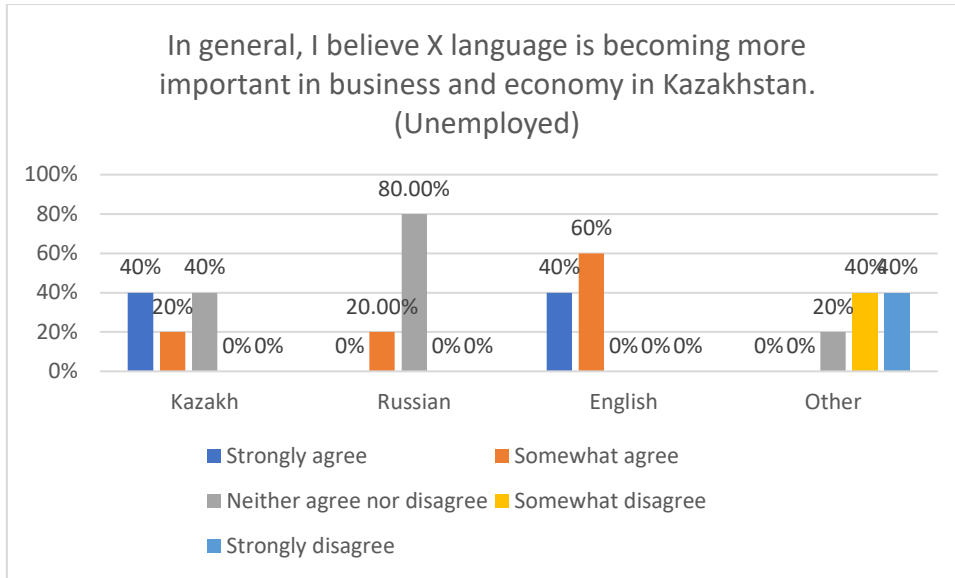


Figure 23: In general, I believe X language is becoming more important in business and economy. (Unemployed respondents)



Figure 24: In ten years' time, I believe knowledge of X language will be more important in finding a job in Kazakhstan. (Employed respondents)



Figure 25: In ten years' time, I believe knowledge of X language will be more important in finding a job in Kazakhstan. (Unemployed respondents)

## English and Other Languages

As can be seen throughout the presentation of the survey results, the use of other languages has been mentioned relatively minimally. When respondents did indicate that they used another language in job search or workplace situations these languages included French, Korean and Chinese. Furthermore, in situations where respondents mentioned use of another language in workplace situations, they specified they were usually referring to a different combination of Kazakh, Russian and English e.g. Russian and English, meaning that the data presented gives us minimum indication of the use of other languages in the workplace and employment in Kazakhstan, This may be indicative of the fact that other languages do not have a role to play in employment and the workplace in Kazakhstan or it may just have been reflective of the respondent group. Given the emphasis of the trilingual education policy in Kazakhstan on Kazakh, Russian and English – which already demands that Kazakhs learn three languages, it is not surprising individuals may have less skills in a fourth or further languages. Although based on the data in this research it is not possible to draw extensive conclusions about other languages, one interview respondent, who had previously worked in consulting businesses and entrepreneurs did note that he thought Chinese, Turkish and Arabic had potential significance for the Kazakh economy.

Regarding English, we can see that its use was not insignificant in the workplace in Kazakhstan, particularly in translation of documents, especially between English and Russian.

English, like Kazakh, was also identified as a “bonus” or an “advantage” when acquiring a job, even if it was not a mandatory requirement of the job. One interview respondent said that knowledge of English would be a determining factor in picking two similar candidates where all other factors were equal. In referring again to the graph on motivations to learn or improve different languages (Figure 26), we can see the very high level of respondents who are learning or improving their English for employment related motivations (58%), much higher than the numbers of Kazakh. This demonstrates the importance that individuals put on English language for their economic success.

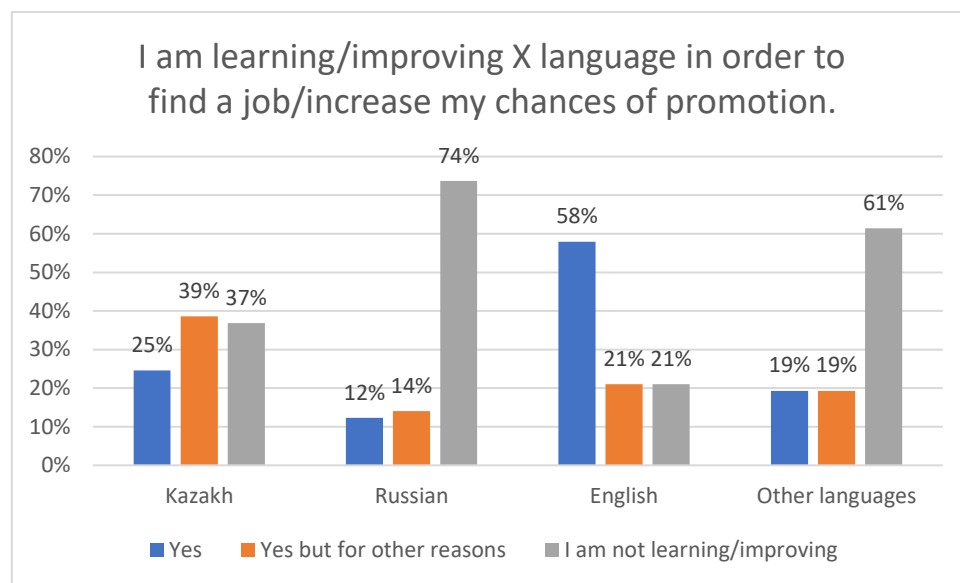


Figure 26: I am learning/improving X language in order to find a job/increase my chances of promotion.

Regarding attitudes towards English language, many respondents applied an assumed value to English, regarding its competitiveness and the economic and business opportunities that it offered. As for the future role of English in securing employment and in business and economy generally in Kazakhstan, over 70% of all respondents to the questions presented in Figures 27, 28, 29 and 30 responded that they *Strongly* or *somewhat* agreed that English would become more important. This places it on a similar or higher level of perceived growth in importance than Kazakh.

English also seemed to be deemed particularly important in the information technology sector, with two respondents, one who worked in IT herself and the other who didn’t, noting on the need of the language to access information about IT:

*“I am a Java developer. So, we use English when we code, and I search information in English*

*because in Russian or Kazakh u can't find the proper ones.”*

*“Any developer should know English it is very important due to amount of available information about IT.”*

If the IT sector in Kazakh grows we may expect this to lead to an increased need for English language skills.

It was even predicted in the academic expert interview that we may see a situation whereby Russian is phased out in Kazakhstan and becomes more like a “second language” and Kazakh and Russian are the dominant languages.

## Other Themes

### Russian Invasion of Ukraine

A major theme which emerged in the interviews, and to which almost all respondents referred was the impact of the Russian invasion of Ukraine on language attitudes and use in Kazakhstan.

*“I think it is because of the war between Ukraine and Russia, Russian language becomes less popular. People don't want to support aggressors. I am talking for myself as well.”*

*“It made most of the... population of Kazakhstan in general to rethink and reconsider the place of Kazakh and the importance of speaking Russian in different areas, including personal life like education or probably any other spheres...even one year ago people would think that Russian is important, but since you know this war is continuing and people started to think ohh do we actually have to know Russian language?... I would probably prefer to fall in love again with our native language and go back to our roots and look how we can benefit from our own culture and native language.”*

It appeared that the war had impacted not only attitudes towards Kazakh in general, but also that respondents believed this would be one of the reasons Kazakh would become more important in business and economy in general. Individuals seemed to attribute this more to

personal attitudes rather than towards a potential decrease in Kazakh-Russian relations or the weakening of the Russian economy. Although as discussed in the expert interview, it is hard to know yet if this is an immediate “*emotional reaction*” and whether or not it will result in long term change in language practises.

#### Creative Industries

Creative industries and media appear to have had a significant influence on individual’s desire to learn and improve their Kazakh, both in that they appear to have been inspired by the increase in Kazakh music and film and the language displayed in a more positive light, and in that they are motivated to learn the language to access these medias. There was also influence from the increased presence of other traditional handcrafted Kazakh products such as jewellery and clothing.

*“But even the traditional like ethnic jewellery, traditional ethnic like hats. The Ninety-One band right. It was mainstream, yeah. OK, the case of [Qazaq] Republic brands, it became very popular...”*

*“That might be because now there are a lot of really good Kazakh songs, really good Kazakh movies, and I really want to understand them.”*

If the popularity of these industries continues to grow, then we could expect an increased demand for Kazakh language skills in the Kazakh economy.

## Discussion

### Uses, Roles & Functions of and Attitudes towards Languages in Employment and the Workplace in Kazakhstan

Summarising on the actual uses, roles and functions of languages in the employment in the workplace in Kazakhstan, overall, we can see that Russian still plays a dominant role in employment and the workplace, both as a required skill for employment and in practise. These results were not unexpected. According to the results of this study, we can partially attribute this to two factors: general lack of ability, especially in written Kazakh and lack of technical, scientific and academic texts in Kazakh meaning the “technical” components of work must take place in Russian.

This study has however shown that Kazakh language does have a role to play in business and economy in the workplace. As a skill required in employment, it appears to give “added value” to an individual’s professional competencies. As a “commodity” in the Kazakh economy, it valued for use in translation, particularly to translate websites, social media posts and such. It is of particular importance in jobs which deal with clients and customers. With both the translation and use of customers and clients, the provision of these Kazakh language services is to meet their demands.

English’s role is not insignificant in the workplace, especially for translation and in certain sectors such as IT. It is anticipated that this role will grow as Kazakhstan further integrates and grows in the world economy. It was difficult to comment on the role of languages other than Kazakh, Russian and English from the results of this study, therefore we might assume they are currently limited to certain niche sectors or to international companies.

As for attitudes, the beliefs reflective of the current situation indicate that Russian and English are still most important in the Kazakh labour market and economy, however, there is 1) a desire for this to change and 2) a strong belief that it will change. I will comment more on these changes now in discussing the changes and continuity of linguistic hierarchies in Kazakhstan.

## Change and Continuity of Linguistic Hierarchies in Employment and the Workplace in Kazakhstan

As anticipated from the outset of this study, a significant rearrangement of linguistic hierarchies, in economy, business, employment and the workplace has not been identified in the context of Kazakhstan yet. Russian language still has a significant role to play in language use in the workplace, particularly in written situations. There is still a certain division of labour of tasks between Kazakh and Russian, with Russian for more “technical” aspects of work and Kazakh for more communicative and social aspects. As discussed though, we can see that Kazakh has certain growth potential.

There are also certain niche markets, particularly within the creative industries emerging which are orientated towards Kazakh language. If the interest in learning Kazakh continues to grow, we might also expect to see the growth of the Kazakh language teaching industry also. There is also reflected an early emergence for a higher demand for Kazakh language skills in employment, even if these are not yet reflected in formal job requirements. All these point to a “commodification” of Kazakh language.

From the data gathered in this research, we can conclude that currently, Russian still plays a major role in linguistic hierarchies in employment and the workplace in Kazakhstan. Kazakh appears to be growing, but not yet to the detriment of Russian.

With a growing amount of the population enrolled in Kazakh schools, future generations of workers entering the labour market in Kazakhstan will have higher levels of Kazakh skills. Language in education policies and medium of instruction in schools and universities are very salient as they determine the linguistic skills of individuals entering the labour market after completion of education (Spolsky, 2021a). It was discussed in the expert interview for this research project and evidenced by the respondents and their interest to learn Kazakh, that the kinds of individuals who are learning Kazakh now, are becoming more educated and middle class. Kazakh is slowly losing its association with rural, uneducated groups. If the trend of enrolling children in Kazakh medium-education schools continues to rise, we would anticipate a future generation of workers who are orientated towards primarily Kazakh language use. These individuals will become the workers, influencing the linguistic

environments in their workplace. As we have seen both in the discussion of theories and concepts and contextually in Kazakhstan, managers and colleagues working in a company or organisation can highly influence the linguistic environment of that workplace. They will also become the consumers of future products and services and may demand more availability of these in Kazakh.

This also occurs alongside the significant change in attitudes that are occurring regarding the role of Kazakh both in the workplace, business, employment, and the economy and generally. As we can see, there is a lot of desire from individuals to learn Kazakh and in the context of business and employment there is a desire to be able to use and practise these skills.

All these factors considered, it seems that Kazakhstan will move away from proposed scenario number one (The Case of Kazakhstan: Research Aims and Questions) and that Russian will lose its singular dominance. This may also be influenced by the loss of the *instrumental* or *assumed* value of Russian if the Russian economy continues to deteriorate and Russian becomes a less appealing economic and geopolitical partner although this theme did not come through predominantly in this research.

As for the role of English, it seems that individuals acknowledge the value (whether *real* or *assumed*) of the language similarly to other contexts. It appears that English has the same power to become a dominant language in Kazakhstan as it does in any other context. It seems that its prominence will continue to grow as Kazakhstan becomes more international and integrated into the global economy. However, the question of the growth of English seems to be separate from the developments of the Kazakh language and Russian. It seems possible that the presence of English might be able to grow without affecting the situation of the other two.

It is impossible to determine yet which of the other three scenarios will most prominently emerge. I predict that the importance of Kazakh and English will continue to grow

in coming years and although Russian may decrease, it will take much longer for its presence to diminish completely or significantly.

#### Impact on Language Shift in Other Domains

In terms of the impact of the influence of linguistic changes in employment and the workplace and their effects on the broader linguistic situation in Kazakhstan, the results are mixed. Now, the primary motivations to learn Kazakh are culture and identity based. Most respondents seemed to feel that currently, Russian language was sufficient to succeed in the job market and perform the duties of their job. However, there was an indication of concern for the future that they would not be able to stay employed unless they learned Kazakh, which may motivate them to learn Kazakh. In discussions in the expert interview, a scenario like Quebec was predicted. In Quebec, Anglophones who learned French and were generally better educated than their Francophone counterparts, were able to enter the Francophone job market and created competition for jobs. As Kazakh language skills grow amongst the urban, educated, middle class, we may see a scenario, where for those monolingual Russian speakers who have not learned Kazakh, bilingual speakers create more competition and inequality along linguistic lines changes, driving desire to learn Kazakh.

All the above being considered, there are still significant practical hurdles in the way which may hinder the spread of Kazakh language in economic and business domains. I shall now discuss these in terms of Policy Recommendations.

### Policy Recommendations

#### Low Levels of Kazakh Language Ability

Currently, low levels of Kazakh knowledge, particularly amongst educated, middle class groups appear to be an issue. Whilst it is likely that this will progressively change the more children who come through Kazakh medium instruction school there is still a need to provide adults with materials and opportunities to improve their Kazakh language, particularly if they are to remain competitive in the job market as linguistic changes occur. A lack of materials to study Kazakh and the desire to be able to access free language course were brought up in the interviews.

In the expert interview, we discussed situations where there are criticisms of mistakes in written Kazakh products, such as billboards. In another interview it was also mentioned the poor translations of laws from Russian into Kazakh. Both these situations demonstrate a need to improve Kazakh language skills, particularly if there is a demand for them from employers and customers.

#### Lack of Available Educational, Scientific and Educational Materials in Kazakh

Closely tied to this lack of general Kazakh language ability is lack of technical, scientific, and academic documents available in Kazakh. As discussed, there frequently seems to be a division of labour of languages, with Russian used for more technical tasks and Kazakh for more informal or customer orientated situations. The lack of materials means that individuals do not have the vocabulary or terminology in Kazakh to work in the language.

It has been noted already the implementation of the Kazakh language policy as a symbolic, nation building tool, but both two recommendations above indicate a need for further pragmatic acquisition and corpus planning of the language.

#### Opportunities for Economic Development

Many of the language problems that the Kazakh language faces in its development, are a potential solution to and opportunity to change some of the issues of the Kazakh economy in terms of diversification. Over 50% of the Kazakh economy relies on oil exports – the negative effects of heavy economic reliance on resource exports is well documented in academic literature on the “resource curse” (van der Ploeg, 2011). Authors have called for the need to push diversification of the Kazakh economy (Anderson et al., 2018; Azretbergenova & Syzdykova, 2020).

Solving the language problems presented above provides opportunities for economic development through creation of academic materials, creation of new jobs and development of the teaching industry and development of the translation industry.

Furthermore, there is further opportunity to turn symbolic value of Kazakh into real value through the creation of new economic niches, with the development of agriculture, creative industries, ethnic jewellery and products and food industries. Providing economic support to these kinds of industries, which might exist in predominantly Kazakh-speaking areas, will provide economic stimulation for the Kazakh industry and ease inequalities along linguistic lines, as well as promoting Kazakh language.

### Contribution to Theory

In the beginning of this research, it was established that economic factors have a significant role to play in language policy implementation and language shift. It was also noted that language shift tends in the direction of globally economically powerful varieties. This research asked if it was possible for a language with other kinds of value to become prominent in a domestic context where there was an attempt to implement such a language against the background of more economically dominant varieties.

Following the data collected in this research and its subsequent analysis, I would propose that yes, it is a possibility. However, the correct conditions for that language to thrive and sustain in the local economy must be created. Currently, the limitations of use of Kazakh language in business and economy can be at least partially attributed to largely pragmatic reasons.

Spolsky (2021a), noted that the economy of a country has a significant role to play in language planning and policy - that significant economic resources are needed to successfully implement a linguistic policy. This explains why in many underdeveloped African countries, there has been a failure to sufficiently develop and spread local languages. In part, this reemphasises the inherent link between language and economy. A country is not rich and developed because of the language that it speaks, but rather its economy allows the language to become powerful. A growing economy could allow a language to increase its prominence if resources are allocated to allow this to happen. In other words, the issues hindering a “less economically dominant” language thriving are predominantly pragmatic ones. Ideology and language values of course have a strong role to play, and can create the necessary pre-

conditions for change, however they are limited and can be limiting in their ability to create change if not implemented alongside adequate practical changes.

I would therefore urge researchers to focus more on exploring the practical factors which hinder the development of less “dominant” or “global” varieties. I propose that there may also be a link between democratic development, corruption and nationalism and stalling of language shift. A language might be given a symbolic voice but without the institutions to back it up it may not develop further.

### Further Research

The findings of this paper present multiple avenues for further research. First, conducting the same or a similar survey or study with a larger variety of demographic groups and in more locations throughout Kazakhstan, particularly further urban areas such as Astana would be useful. Further qualitative research using observational techniques such as participant-observation or longitudinal ethnographic studies, conducted in workplaces, would also be beneficial to confirm the self-reported language use in different scenarios. Particularly in spoken situations it would give further insight into the factors that influence use of one language or another. I would also recommend a repeat of this or a similar study again within a five-to-ten-year timeframe to identify if predictions of language shift made by both this researcher and the participants come to fruition. It would also be beneficial to conduct further analysis based on demographic or industry variation.

I would also propose further continued study of some of the themes which emerged in this study. Saliently, the impact of the Russian invasion of Ukraine, to contribute to a better understand the relationship between conflict and language, another emerging field of study (Kelly et al., 2019). Studying the relationship between language and economic diversification opportunities may also provide interesting insights for developing economies.

## Conclusion

This thesis has achieved the following:

- 1) Collected and presented data on the actual uses and functions and attitudes towards different languages in employment and the workplace in various job sectors from a specific population group in one urban setting in Kazakhstan;
- 2) Presented evidence of emerging and potential future language shift in economic sectors and more generally in Kazakhstan;
- 3) Identified the factors which currently hinder this shift;
- 4) Demonstrated how these issues provide opportunity economic development opportunities;
- 5) Provided early evidence of some impacts of the Russian invasion of Ukraine in the post-Soviet region;
- 6) Contributed to language policy and language shift theory;
- 7) Presented avenues for future research.

It has explored the problem of what happens in local economies in a context where there are efforts to cause language shift by promoting a non-economically dominant language, using the context of Kazakhstan. It found that although Russian is still predominant in employment and the workplace, that Kazakh has certain uses in the workplace, particularly for use with customers and in translations. It identified that Kazakh was a benefit in certain cases for obtaining employment. There is a desire to increase usage of Kazakh generally and in economic contexts and a belief that its role will continue to grow. This is partly due to increased numbers of children coming through Kazakh schooling. It also found that English has certain roles, can be beneficial for an individual's employment prospects and it is believed its prominence will also continue to grow in the Kazakh economy and workplace.

Limitations on the use of Kazakh in the workplace are currently caused at least partially by lack of Kazakh language skills and language of scientific and academic texts in the language. However it was also discussed how some of these issues could be used as means to address some of the issues of diversification necessary for the Kazakh economy.

Finally, it called on language policy researchers to look more in-depth at the pragmatic factors hindering a language's status when considering questions of language shift.

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# Appendix 1: Ethical Approval from University of Glasgow College of Social & Political Sciences Ethics Committee and Extension to Ethical Approval



College of Social Sciences

Ethics Committee for Non-Clinical Research Involving Human Subjects

Notification of Ethics Application Outcome – UG and PGT Student Applications

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## Application Details

Undergraduate Student Research Ethics Application  Postgraduate Student Research Ethics Application

Application Number: PGT/SPS/2022/209/IMCEERES

Applicant's Name: Tara Matthews

Project Title: Relationship Between Language Policy and Employability & Labour Market Access in Kazakhstan

**Application Status: Fully Approved**

Date of Review: 29/06/2022

Start Date of Approval 30/06/2022 End Date of Approval 16/12/2022

**NB: Only if the applicant has been given approval can they proceed with their data collection with effect from the date of approval.**

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## **Recommendations** (where changes are required)

Where changes are required by reviewers all applicants must respond in the relevant boxes to the recommendations of the Committee and provide this as the Resubmission Document to explain the changes you have made to the application as well as amending the documents. **Changes to the application form or supporting documents should be highlighted either in block highlight or in red coloured text to assist the reviewers.**

All resubmitted application documents should then be provided.

**Approval Subject to Amendments** means that the applicant can proceed with data collection with effect from the date of approval, but amendments must be fulfilled.

**Amendments Subject to SEF** should be submitted to ethics administrator.

**If your application is rejected** a new application must be submitted to the ethics administrator. Where recommendations are provided, they should be responded to and this document provided as part of the new application. A new reference number will be generated.

REVIEWER MAJOR RECOMMENDATIONS	APPLICANT RESPONSE

REVIEWER MINOR RECOMMENDATIONS	APPLICANT RESPONSE

ADDITIONAL REVIEWER COMMENTS	APPLICANT RESPONSE
<p data-bbox="204 775 746 911">Please ensure that you will not ask questions that may cause any type of problems to respondents; please stop the interview and reassure people, if you have doubts.</p> <p data-bbox="204 954 783 1055">Please stay in very close contact with your supervisors and update them daily/weekly or as necessary.</p>	



University  
of Glasgow

School Ethics Forum for Non-Clinical Research Involving Human  
Subjects

College of Social  
Sciences

Request for Amendments - Reviewer Feedback

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#### Application Details

Undergraduate Student Research Ethics Application  Postgraduate Student Research Ethics  
Application

Application Number: PGT/SPS/2022/209/IMCEERES

Applicant's Name: Tara Iona Matthews

Project Title: Relationship Between Language Policy and Employability & Labour Market

Access in

Original **Start** Date of Application Approval: 30/06/2022

Original **End** Date of Application Approval: 16/12/2022

Date of Amendments Approved: 21/11/2022

Outcome: Fully Approved

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#### Reviewer Comments

## Appendix 2: Participant Information Sheet for Survey Respondents (Kazakh, Russian, English)



College of Social  
Sciences



### Қатысушының ақпарат парағы (Қазақ тілі)

Тіл саясаты мен жұмысқа орналасу, Қазақстандағы еңбек нарығына қол жеткізу арасындағы байланыс

Тара Мэттьюс

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Ғылыми жетекшілер: Глазго университетінің профессоры Дэвид Смит және Гүлнара Дадабаева, КИМЭП университеті

Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер (Erasmus Mundus халықаралық магистрі)

Менің атым Тара Мэттьюс. Мен Erasmus Mundus Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер халықаралық магистрлар бағдарламасының екінші курс студентімін. Бұл зерттеуді соңғы диссертациям үшін жүргізудемін және қазіргі уақытта КИМЭП университетінде оқимын. Мен бұл зерттеуді Глазго университетінің, КИМЭП университетінің және Тарту университетінің студенті ретінде жүргізіп жатырмын.

Сіз менің зерттеу жұмысыма қатысуға шақырылдыңыз. Шешім қабылдас бұрын, зерттеу не үшін жүргізіліп жатқанын және оның нені қамтитынын түсіну маңызды. Келесі жиі қойылатын сұрақтарды

мұқият оқып шығуға уақыт бөлуіңізді сұраймын және қаласаңыз, оны басқалармен талқылауыңызға болады. Түсініксіз тұстары болса немесе қосымша ақпарат алғыңыз келсе менен сұрауыңызға болады. Қатысқыңыз келетінін не келмейтінін шешу үшін уақыт бөліңіз. Осыны оқу үшін көңіл бөлгеніңізге рақмет.

### Бұл зерттеудің мақсаты қандай?

Бұл зерттеу Қазақстанның мемлекеттік тілі және тілдің білім беру саясатындағы, жұмыспен қамтылу, жұмысқа орналасу мүмкіндігі кезіндегі және еңбек нарығына қол жеткізудегі экономикалық факторлары арасындағы байланысын талдауға бағытталған. Бұл зерттеу осы факторлардың Қазақстандағы тіл қолданысы мен тілге деген көзқарасқа қалай және қаншалықты әсер етуі не етпеуі мүмкін екенін анықтауға мақсатталынған.

Зерттеу 2022 жылдың қарашасынан 2023 жылдың наурызына дейін жалғасады.

### Неге мен таңдалдым

Сіз 18 бен 35 жас аралығындағы кем дегенде бакалавр дәрежесі бар Қазақстан азаматы болғандықтан таңдалындыңыз және университет түлектерінің байланыс тізімі арқылы анықталындыңыз. Оған қоса, сіз осы зерттеуге әлеуетті қызығушылық танытатын немесе жарамды деп алдыңғы қатысушы арқылы немесе зерттеушімен жеке байланыс арқылы таңдалған болуыңыз мүмкін.

Онлайн сауалнамаға 100-ге жуық қатысушы қатысады, ал қалған 10-20 ерікті онлайн сұхбатқа қатысады.

### Менің қатысуым міндетті ме?

Қатысу толығымен ерікті. Сіз зерттеуге қатысуды кез келген уақытта тоқтата аласыз.

Қатысудан бас тарту немесе шығу туралы шешім сіздің Глазго университетімен, КИМЭП университетімен, кез келген басқа оқу мекемесімен немесе менімен ара-қатынасыңызға әсер етпейді.

### **Егер қатыссам, мені не күтіп тұр?**

Сіз өзіңіз таңдаған тілге байланысты, орыс, ағылшын немесе қазақ тілінде онлайн сауалнамада бірқатар сұрақтарға жауап бересіз. Сауалнамада иә/жоқ, бірнеше таңдау, белгі қою және қысқа жауап сұрақтары сияқты әртүрлі сұрақтар бар. Сауалнама шамамен 20 минут уақытты алады.

### **Бұл зерттеуге қатысуым құпия сақталынады ма?**

Бұл сауалнама толығымен құпия түрде өтеді, сондықтан өзіңіз біреуге хабарламайынша, оған қатысқаныңызды ешкім білмейді.

**Қаласаңыз,** келесі сұхбатқа қатысу үшін байланыс ақпаратын бере аласыз. Сұхбатты ұйымдастыруға қажетті байланыс ақпараты ғана жиналынады және бұл ақпараттың барлығы, соның ішінде сіздің атыңыз, зерттеу жобасының соңында жойылады. Сонымен қатар, зерттеудің сұхбат кезеңіне қатысуды таңдағандардан қатысуға келісім беретінін растау үшін қосымша келісім формасына қол қою талап етіледі.

### **Зерттеу жұмысының нәтижелеріне не болады?**

Нәтижелер менің Erasmus Mundus Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер бағдарламасына арналған магистрлік диссертациямда ұсынылып, талданылатын болады. Бұл дипломдық жұмыс Тарту университетінің, Глазго университетінің және КИМЭП университетінің маркерлерімен оқылады және белгіленеді. Диссертация барлық магистрлік диссертациялар жинақталған Тарту университетінің DSpace-інде қолжетімді болады. Сонымен қатар, нәтижелер алдағы академиялық мақалаларда жариялануы немесе академиялық конференцияларда ұсынылуы мүмкін.

Осы зерттеуді ұйымдастыру мақсатында ұсынылған кез келген байланыс ақпараты, мысалы, есімдер, электрондық пошталар және т.б. зерттеу жобасының соңында (2023 жылдың наурыз айының аяғында) қауіпсіз түрде жойылады.

### **Зерттеуге кім шолу жасады?**

Бұл ғылыми жоба Глазго университетінің әлеуметтік ғылымдар мектебінің этика форумында қаралды.

### **Қосымша ақпарат алу үшін байланысу**

Менімен осы құжаттың жоғарғы жағында көрсетілген электрондық пошта мекенжайлары бойынша байланысуға болады.

Егер сізде осы зерттеу жобасын жүргізуге қатысты қандай да бір сұрақтар туындаса, **Глазго университетінің әлеуметтік ғылымдар колледжінің** этика жөніндегі қызметкері **доктор Мьюр Хьюстонмен** электрондық пошта арқылы байланысуға болады: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk)

### **Информационный лист участника (Русский язык)**

[Связь между языковой политикой и возможностями трудоустройства, доступа на рынок труда в Казахстане](#)

Тара Мэттьюс

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Руководители: профессор Дэвид Смит, университет Глазго и Гульнара Дадабаева, университет КИМЭП

[Центрально- и Восточноевропейские, Российские и Евразийские исследования \(Международные магистры Erasmus Mundus\)](#)

Меня зовут Тара Мэттьюс. Я учусь на втором курсе программы Erasmus Mundus Международные магистры в области изучения Центральной и Восточной Европы, России и Евразии. Данное исследование провожу для моей выпускной диссертации и в настоящее время учусь в университете КИМЭП. Я провожу это исследование как студент университета Глазго, университета КИМЭП и университета Тарту.

Вас приглашают принять участие в моем исследовании. Прежде чем принять решение, важно понять, почему проводится исследование и что оно будет включать. Пожалуйста, уделите время, чтобы внимательно прочитать следующие часто задаваемые вопросы и по желанию обсудить их с другими. Если есть непонятные моменты или если вам нужна дополнительная информация, можете спрашивать у меня. Уделите время на то чтобы решить хотите ли вы принять участие или нет.

Спасибо что прочитали это.

### **В чем цель исследования?**

Это исследование направлено на анализ взаимосвязи между использованием государственного языка Казахстана и языка в образовательной политике, экономическими факторами трудоустройства, возможностей трудоустройства, доступа к рынку труда. Он направлен на то, чтобы выяснить, как и в какой степени эти факторы могут повлиять на использование языка и отношение к ним в Казахстане и наоборот.

Исследование продолжается с ноября 2022 года по март 2023 года.

### **Почему меня выбрали?**

Вас выбрали, потому что вы гражданин Казахстана в возрасте от 18 до 35 лет и имеете как минимум степень бакалавра. Вы были идентифицированы через список контактов выпускников вашего университета. Кроме того, предыдущий участник мог отметить, что вы потенциально заинтересованы в этом исследовании или подходите для него, или благодаря личному контакту с исследователем.

Около 100 участников примут участие в онлайн-опросе, а еще 10-20 добровольцев примут участие в онлайн-интервью.

### **Должен ли я принимать участие?**

Участие полностью добровольное. Вы можете прекратить свое участие в исследовании в любое время.

Отказ от участия или решение об отказе от участия не повлияет на ваши отношения с университетом Глазго, университетом КИМЭП, любым другим учебным заведением или со мной.

### **Что меня ожидает, если я приму участие?**

Вы ответите на ряд вопросов в онлайн-опросе на русском, английском или казахском языке в зависимости от того, какой язык вы выберете. Опрос содержит ряд различных вопросов, включая вопросы да/нет, множественный выбор, вопросы с помечаемыми вариантами и вопросы с кратким ответом. Опрос займет примерно 20 минут.

### **Будет ли мое участие в этом исследовании конфиденциальным?**

Этот опрос полностью анонимный, поэтому никто не узнает, что вы принимали в нем участие, если вы сами не сообщите об этом.

**При желании** вы можете предоставить контактную информацию для участия в последующем собеседовании. Будет собрана только контактная информация, необходимая для интервью, и вся полученная информация, включая ваше имя, будет уничтожена по окончании исследовательского проекта. Кроме того, те, кто решил участвовать на этапе интервью, должны будут подписать дополнительную форму согласия, чтобы подтвердить свое согласие на участие.

### **Что будет с результатами исследования?**

Результаты будут представлены и проанализированы в моей магистерской диссертации по программе Erasmus Mundus Исследования Центральной и Восточной Европы, России и Евразии. Эта диссертация будет прочитана и отмечена маркерами из университета Тарту, университета Глазго и университета КИМЭП. Диссертация будет доступна на DSpace университета Тарту, где размещены все магистерские диссертации университета.

Результаты также могут быть опубликованы в дальнейших научных статьях или представлены на научных конференциях.

Любая контактная информация, переданная в целях организации этого исследования, как имена, адреса электронной почты и т. д., будет надежно уничтожена по окончании исследовательского проекта (конец марта 2023 г.).

#### **Кто рецензировал исследование?**

Этот исследовательский проект был рассмотрен форумом по этике школы социальных наук университета Глазго.

#### **Контакт для получения дополнительной информации**

Со мной можно связаться по адресам электронной почты, указанным в верхней части этого документа.

Если у вас есть какие-либо вопросы относительно проведения этого исследовательского проекта, вы можете связаться с сотрудником по этике **колледжа социальных наук университета Глазго доктором Мьюиром Хьюстоном** по электронной почте: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk)

#### **Participant Information Sheet (English)**

[Relationship Between Language Policy and Employability & Labour Market Access in Kazakhstan](#)

Tara Matthews

[2368704M@student.gla.ac.uk](mailto:2368704M@student.gla.ac.uk); [tara.matthews@kimep.kz](mailto:tara.matthews@kimep.kz)

Supervisors: Professor David Smith, University of Glasgow & Gulnara Dadabayeva, KIMEP University

Central & East European, Russian and Eurasian Studies (Erasmus Mundus International Master)

My name is Tara Matthews. I am a second-year student of the Erasmus Mundus IntM Central & East European, Russian and Eurasian Studies degree programme, conducting research for my final thesis and currently

studying at KIMEP University. I am conducting this research as a student of the University of Glasgow, KIMEP University and the University of Tartu.

You are being invited to take part in my research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following frequently asked questions carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Thank you for reading this.

#### **What is the purpose of the study?**

This study aims to analyse the relationship between the outcomes of the Kazakh government's language and language in educations policies and the economic factors of employability, employment opportunity and labour market access. It aims to find out how and to what extent these factors might affect language use and attitudes Kazakhstan and vice versa.

The study is ongoing from November 2022 – March 2023.

#### **Why have I been chosen?**

You have been chosen because you are a Kazakh citizen between the age of 18 and 35 with a minimum of a bachelor's degree. You were identified through your university's alumni contact list. Additionally, you may have been identified by a previous participant as being potentially interested in or suitable for this study or through personal contact with the researcher. Approximately 100 participants will take part in the online survey and a further 10-20 volunteers will take part in online interviews.

#### **Do I have to take part?**

Participation is entirely voluntary. You may stop your involvement in the research at any time.

Refusal to take part or the decision to withdraw will not affect your relationship with the University of Glasgow, KIMEP University, any other academic institution or myself.

#### **What will happen to me if I take part?**

You will answer a series of questions in an online survey in either Russian, English, or Kazakh depending on which language you choose

The survey contains a range of different questions including, yes/no, multiple choice, tick-box, and short answer questions. The survey should take approximately 20 minutes.

**Will my taking part in this study be kept confidential?**

This survey is completely anonymised therefore nobody will know you have taken part in it unless you choose to tell them.

You may provide contact information to participate in a follow up interview **if you wish to**. Only the contact information needed to arrange an interview will be collected and all this information, including your name will be destroyed at the end of the research project. Additionally, those who chose to participate in the interview stage of research will be required to sign a further consent form to acknowledge they agree to participation.

**What will happen to the results of the research study?**

The results will be presented and analysed in my master's thesis for the Erasmus Mundus Central and East European, Russian and Eurasian Studies degree programme. This thesis will be read and marked by markers from the University of Tartu, University of Glasgow and KIMEP University.

The thesis will be made available on the University of Tartu's DSpace where all master's thesis from the university are shared.

The results may also be published in further academic articles or presented at academic conferences.

Any contact information shared for the purposes of making arrangements for this study such as names, e-mails etc. will be securely destroyed at the end of the research project (end of March 2023).

**Who has reviewed the study?**

This research project has been reviewed by the University of Glasgow School of Social Sciences Ethics Forum.

**Contact for Further Information**

I can be contacted on the e-mail addresses listed at the top of this document.

If you have any concerns regarding the conduct of this research project, you can contact the **University of Glasgow College of Social Sciences Ethics Officer Dr Muir Houston** e-mail: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk).

## Appendix 3: Participant Information Sheet for Interview Respondents (Kazakh, Russian, English)



College of Social Sciences



### Қатысушының ақпарат парағы (Қазақ тілі)

Тіл саясаты мен жұмысқа орналасу, Қазақстандағы еңбек нарығына қол жеткізу арасындағы байланыс

Тара Мэттьюс

[2368704M@student.gla.ac.uk](mailto:2368704M@student.gla.ac.uk); [tara.matthews@kimep.kz](mailto:tara.matthews@kimep.kz)

Ғылыми жетекшілер: Глазго университетінің профессоры Дэвид Смит және Гүлнара Дадабаева, КИМЭП университеті

Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер (Erasmus Mundus халықаралық магистрі)

Менің атым Тара Мэттьюс. Мен Erasmus Mundus Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер халықаралық магистрлар бағдарламасының екінші курс студентімін. Бұл зерттеуді соңғы диссертациям үшін жүргізудемін және қазіргі уақытта КИМЭП университетінде оқимын. Мен бұл зерттеуді Глазго университетінің, КИМЭП университетінің және Тарту университетінің студенті ретінде жүргізіп жатырмын.

Сіз менің зерттеу жұмысыма қатысуға шақырылдығыз. Шешім қабылдамас бұрын, зерттеу не үшін жүргізіліп жатқанын және оның

нені қамтитынын түсіну маңызды. Келесі жиі қойылатын сұрақтарды мұқият оқып шығуға уақыт бөлуіңізді сұраймын және қаласаңыз, оны басқалармен талқылауыңызға болады. Түсініксіз тұстары болса немесе қосымша ақпарат алғыңыз келсе менен сұрауыңызға болады. Қатысқыңыз келетінін не келмейтінін шешу үшін уақыт бөліңіз. Осыны оқу үшін көңіл бөлгеніңізге рақмет.

### Бұл зерттеудің мақсаты қандай?

Бұл зерттеу Қазақстанның мемлекеттік тілі және тілдің білім беру саясатындағы, жұмыспен қамтылу, жұмысқа орналасу мүмкіндігі кезіндегі және еңбек нарығына қол жеткізудегі экономикалық факторлары арасындағы байланысын талдауға бағытталған. Бұл зерттеу осы факторлардың Қазақстандағы тіл қолданысы мен тілге деген көзқарасқа қалай және қаншалықты әсер етуі не етпеуі мүмкін екенін анықтауға мақсатталынған.

Зерттеу 2022 жылдың қарашасынан 2023 жылдың наурызына дейін жалғасады.

### Неге мен таңдалдым?

Сіз 18 бен 35 жас аралығындағы кем дегенде бакалавр дәрежесі бар Қазақстан азаматы болғандықтан таңдалындығыз және университет түлектерінің байланыс тізімі арқылы анықталындығыз. Оған қоса, сіз осы зерттеуге әлеуетті қызығушылық танытатын немесе жарамды деп алдыңғы қатысушы арқылы немесе зерттеушімен жеке байланыс арқылы таңдалған болуыңыз мүмкін.

Онлайн сауалнамаға 100-ге жуық қатысушы қатысады, ал қалған 10-20 ерікті онлайн сұхбатқа қатысады.

### Менің қатысуым міндетті ме?

Қатысу толығымен ерікті. Сіз зерттеуге қатысуды кез келген уақытта тоқтата аласыз.

Қатысудан бас тарту немесе шығу туралы шешім сіздің Глазго университетімен, КИМЭП университетімен, кез келген басқа оқу мекемесімен немесе менімен ара-қатынасыңызға әсер етпейді.

### **Егер қатыссам, мені не күтіп тұр?**

Сіз өзіңіз таңдаған тілге байланысты, орыс, ағылшын немесе қазақ тілінде онлайн сауалнамада бірқатар сұрақтарға жауап бересіз. Сауалнамада иә/жоқ, бірнеше таңдау, белгі қою және қысқа жауап сұрақтары сияқты әртүрлі сұрақтар бар. Сауалнама шамамен 20 минут уақытты алады.

### **Бұл зерттеуге қатысуым құпия сақталынады ма?**

Бұл сауалнама толығымен құпия түрде өтеді, сондықтан өзіңіз біреуге хабарламайынша, оған қатысқаныңызды ешкім білмейді.

**Қаласаңыз**, келесі сұхбатқа қатысу үшін байланыс ақпаратын бере аласыз. Сұхбатты ұйымдастыруға қажетті байланыс ақпараты ғана жиналынады және бұл ақпараттың барлығы, соның ішінде сіздің атыңыз, зерттеу жобасының соңында жойылады. Сонымен қатар, зерттеудің сұхбат кезеңіне қатысуды таңдағандардан қатысуға келісім беретінін растау үшін қосымша келісім формасына қол қою талап етіледі.

### **Зерттеу жұмысының нәтижелеріне не болады?**

Нәтижелер менің Erasmus Mundus Орталық және Шығыс Еуропа, Ресей және Еуразиялық зерттеулер бағдарламасына арналған магистрлік диссертациямда ұсынылып, талданылатын болады. Бұл дипломдық жұмыс Тарту университетінің, Глазго университетінің және КИМЭП университетінің маркерлерімен оқылады және белгіленеді. Диссертация барлық магистрлік диссертациялар жинақталған Тарту университетінің DSpace-інде қолжетімді болады.

Сонымен қатар, нәтижелер алдағы академиялық мақалаларда жариялануы немесе академиялық конференцияларда ұсынылуы мүмкін.

Осы зерттеуді ұйымдастыру мақсатында ұсынылған кез келген байланыс ақпараты, мысалы, есімдер, электрондық пошталар және т.б. зерттеу жобасының соңында (2023 жылдың наурыз айының аяғында) қауіпсіз түрде жойылады.

### **Зерттеуге кім шолу жасады?**

Бұл ғылыми жоба Глазго университетінің әлеуметтік ғылымдар мектебінің этика форумында қаралды.

### **Қосымша ақпарат алу үшін байланысу**

Менімен осы құжаттың жоғарғы жағында көрсетілген электрондық пошта мекенжайлары бойынша байланысуға болады.

Егер сізде осы зерттеу жобасын жүргізуге қатысты қандай да бір сұрақтар туындаса, **Глазго университетінің әлеуметтік ғылымдар колледжінің** этика жөніндегі қызметкері **доктор Мьюр Хьюстонмен** электрондық пошта арқылы байланысуға болады: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk)

### **Информационный лист участника (Русский язык)**

[Связь между языковой политикой и возможностями трудоустройства, доступа на рынок труда в Казахстане](#)

Тара Мэттьюс

[2368704M@student.gla.ac.uk](mailto:2368704M@student.gla.ac.uk); [tara.matthews@kimep.kz](mailto:tara.matthews@kimep.kz)

Руководители: профессор Дэвид Смит, университет Глазго и Гульнара Дадабаева, университет КИМЭП

[Центрально- и Восточноевропейские, Российские и Евразийские исследования \(Международные магистры Erasmus Mundus\)](#)

Меня зовут Тара Мэттьюс. Я учусь на втором курсе программы Erasmus Mundus Международные магистры в области изучения Центральной и Восточной Европы, России и Евразии. Данное исследование провожу

для моей выпускной диссертации и в настоящее время учусь в университете КИМЭП. Я провожу это исследование как студент университета Глазго, университета КИМЭП и университета Тарту.

Вас приглашают принять участие в моем исследовании. Прежде чем принять решение, важно понять, почему проводится исследование и что оно будет включать. Пожалуйста, уделите время, чтобы внимательно прочитать следующие часто задаваемые вопросы и по желанию обсудить их с другими. Если есть непонятные моменты или если вам нужна дополнительная информация, можете спрашивать у меня. Уделите время на то чтобы решить хотите ли вы принять участие или нет.

Спасибо что прочитали это.

#### **В чем цель исследования?**

Это исследование направлено на анализ взаимосвязи между использованием государственного языка Казахстана и языка в образовательной политике, экономическими факторами трудоустройства, возможностей трудоустройства, доступа к рынку труда. Он направлен на то, чтобы выяснить, как и в какой степени эти факторы могут повлиять на использование языка и отношение к ним в Казахстане и наоборот.

Исследование продолжается с ноября 2022 года по март 2023 года.

#### **Почему меня выбрали?**

Вас выбрали, потому что вы гражданин Казахстана в возрасте от 18 до 35 лет и имеете как минимум степень бакалавра. Вы были идентифицированы через список контактов выпускников вашего университета. Кроме того, предыдущий участник мог отметить, что вы потенциально заинтересованы в этом исследовании или подходите для него, или благодаря личному контакту с исследователем.

Около 100 участников примут участие в онлайн-опросе, а еще 10-20 добровольцев примут участие в онлайн-интервью.

#### **Должен ли я принимать участие?**

Участие полностью добровольное. Вы можете прекратить свое участие в исследовании в любое время.

Отказ от участия или решение об отказе от участия не повлияет на ваши отношения с университетом Глазго, университетом КИМЭП, любым другим учебным заведением или со мной.

#### **Что меня ожидает, если я приму участие?**

Вы ответите на ряд вопросов в онлайн-опросе на русском, английском или казахском языке в зависимости от того, какой язык вы выберете. Опрос содержит ряд различных вопросов, включая вопросы да/нет, множественный выбор, вопросы с помечаемыми вариантами и вопросы с кратким ответом. Опрос займет примерно 20 минут.

#### **Будет ли мое участие в этом исследовании конфиденциальным?**

Этот опрос полностью анонимный, поэтому никто не узнает, что вы принимали в нем участие, если вы сами не сообщите об этом.

**При желании** вы можете предоставить контактную информацию для участия в последующем собеседовании. Будет собрана только контактная информация, необходимая для интервью, и вся полученная информация, включая ваше имя, будет уничтожена по окончании исследовательского проекта. Кроме того, те, кто решил участвовать на этапе интервью, должны будут подписать дополнительную форму согласия, чтобы подтвердить свое согласие на участие.

#### **Что будет с результатами исследования?**

Результаты будут представлены и проанализированы в моей магистерской диссертации по программе Erasmus Mundus Исследования Центральной и Восточной Европы, России и Евразии.

Эта диссертация будет прочитана и отмечена маркерами из университета Тарту, университета Глазго и университета КИМЭП. Диссертация будет доступна на DSpace университета Тарту, где размещены все магистерские диссертации университета.

Результаты также могут быть опубликованы в дальнейших научных статьях или представлены на научных конференциях.

Любая контактная информация, переданная в целях организации этого исследования, как имена, адреса электронной почты и т. д., будет надежно уничтожена по окончании исследовательского проекта (конец марта 2023 г.).

#### **Кто рецензировал исследование?**

Этот исследовательский проект был рассмотрен форумом по этике школы социальных наук университета Глазго.

#### **Контакт для получения дополнительной информации**

Со мной можно связаться по адресам электронной почты, указанным в верхней части этого документа.

Если у вас есть какие-либо вопросы относительно проведения этого исследовательского проекта, вы можете связаться с сотрудником по этике колледжа социальных наук университета Глазго доктором

**Мьюиром Хьюстоном** по электронной почте: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk)

#### **Participant Information Sheet (English)**

[Relationship Between Language Policy and Employability & Labour Market Access in Kazakhstan](#)

[Tara Matthews](#)

[2368704M@student.gla.ac.uk](mailto:2368704M@student.gla.ac.uk); [tara.matthews@kimep.kz](mailto:tara.matthews@kimep.kz)

Supervisors: Professor David Smith, University of Glasgow & Gulnara Dadabayeva, KIMEP University

Central & East European, Russian and Eurasian Studies (Erasmus Mundus International Master)

My name is Tara Matthews. I am a second-year student of the Erasmus Mundus IntM Central & East European, Russian and Eurasian Studies degree programme, conducting research for my final thesis and currently studying at KIMEP University. I am conducting this research as a student of the University of Glasgow, KIMEP University and the University of Tartu.

You are being invited to take part in my research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following frequently asked questions carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Thank you for reading this.

#### **What is the purpose of the study?**

This study aims to analyse the relationship between the outcomes of the Kazakh government's language and language in educations policies and the economic factors of employability, employment opportunity and labour market access. It aims to find out how and to what extent these factors might affect language use and attitudes Kazakhstan and vice versa.

The study is ongoing from November 2022 – March 2023.

#### **Why have I been chosen?**

You have been chosen because you are a Kazakh citizen between the age of 18 and 35 with a minimum of a bachelor's degree. You were identified through your university's alumni contact list. Additionally, you may have been identified by a previous participant as being potentially interested in or suitable for this study or through personal contact with the researcher. Approximately 100 participants will take part in the online survey and a further 10-20 volunteers will take part in online interviews.

#### **Do I have to take part?**

Participation is entirely voluntary. You may stop your involvement in the research at any time.

Refusal to take part or the decision to withdraw will not affect your relationship with the University of Glasgow, KIMEP University, any other academic institution or myself.

**What will happen to me if I take part?**

You will answer a series of questions in an online survey in either Russian, English, or Kazakh depending on which language you choose

The survey contains a range of different questions including, yes/no, multiple choice, tick-box, and short answer questions. The survey should take approximately 20 minutes.

**Will my taking part in this study be kept confidential?**

This survey is completely anonymised therefore nobody will know you have taken part in it unless you choose to tell them.

You may provide contact information to participate in a follow up interview **if you wish to**. Only the contact information needed to arrange an interview will be collected and all this information, including your name will be destroyed at the end of the research project. Additionally, those who chose to participate in the interview stage of research will be required to sign a further consent form to acknowledge they agree to participation.

**What will happen to the results of the research study?**

The results will be presented and analysed in my master's thesis for the Erasmus Mundus Central and East European, Russian and Eurasian Studies degree programme. This thesis will be read and marked by markers from the University of Tartu, University of Glasgow and KIMEP University.

The thesis will be made available on the University of Tartu's DSpace where all master's thesis from the university are shared.

The results may also be published in further academic articles or presented at academic conferences.

Any contact information shared for the purposes of making arrangements for this study such as names, e-mails etc. will be securely destroyed at the end of the research project (end of March 2023).

**Who has reviewed the study?**

This research project has been reviewed by the University of Glasgow School of Social Sciences Ethics Forum.

**Contact for Further Information**

I can be contacted on the e-mail addresses listed at the top of this document.

If you have any concerns regarding the conduct of this research project, you can contact the **University of Glasgow College of Social Sciences Ethics Officer Dr Muir Houston** e-mail: [muir.houston@glasgow.ac.uk](mailto:muir.houston@glasgow.ac.uk).

## Appendix 4: Consent Form for Survey Participants (Kazakh, Russian, English)



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### Келісім алу формасы (Қазақ тілі)

**Жобаның тақырыбы:** Қазақстандағы тіл саясаты, оған деген көзқарастар, тіл қолданысы және жұмыспен қамту, жұмыс орны арасындағы байланыс

**Зерттеушінің аты-жөні:** Тара Мэттьюс

#### Сәйкесінше белгі қойыңыз

- Иә  Жоқ  Мен жоғарыда аталған зерттеуге арналған қатысушылар туралы ақпарат парағын оқып, түсінгенімді және сұрақтар қоюға мүмкіндігім болғанын растаймын.
- Иә  Жоқ  Менің қатысуым ерікті екенін және кез келген уақытта арнайы себепсіз бас тарта алатынымды түсінемін.
- Иә  Жоқ  Қатысушылар жасырын атпен немесе кодпен аталатынын растаймын.
- Иә  Жоқ  Мен зерттеуді жариялауда жасырын тікелей дәйексөздерді қолдануға келісімімді беремін.

#### Мен төмендегілерге келісемін:

- Иә  Жоқ  Материал құпия болып саналады және әрдайым сенімді сақтау орнында сақталады.

#### Құпиялық туралы ескертпе

Иә  Жоқ  Мен осы зерттеу жобасына қатысты құпиялылық туралы ескертпе берілгенін растаймын.

Мен осы зерттеуге қатысуға келісемін

Мен осы зерттеуге қатысуға келіспеймін

Қатысушының аты-жөні.....

Қолы .....

Күні.....

Зерттеушінің аты-жөні.....

Қолы .....

Күні.....



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### Форма согласия (Русский язык)

Название проекта: ...Взаимосвязь между языковой политикой, отношением к языку, его использованием и трудоустройством, рабочим местом в Казахстане....

ФИО исследователя: ..... Тара Мэттьюс.....

#### Пожалуйста, отметьте нужное

Да  Нет  Я подтверждаю, что прочитал и понял информационный лист участника вышеупомянутого исследования и имел возможность задавать вопросы.

Да  Нет  Я понимаю, что мое участие является добровольным и что я могу отказаться в любое время без объяснения причин.

Да  Нет  Я подтверждаю, что участники будут называться по псевдониму или коду.

Да  Нет  Я даю согласие на использование анонимизированных прямых цитат в публикации исследования.

**Я согласна с тем что:**

Да  Нет  Материал будет рассматриваться как конфиденциальный и постоянно храниться в надежном хранилище.

**Уведомление о конфиденциальности**

Да  Нет  Я подтверждаю предоставление уведомления о конфиденциальности в отношении этого исследовательского проекта.

Я согласен принять участие в этом исследовании

Я не согласен принять участие в этом исследовании

ФИО участника ..... Подпись .....

Дата.....

ФИО исследователя .....Подпись .....

Дата.....



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### Consent Form (English)

**Title of Project:** Relationship Between Language Policy and Employability & Labour Market Access in Kazakhstan

**Name of Researcher:** Tara Iona Matthews

**Please tick as appropriate**

Yes  No  I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

Yes  No  I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Yes  No  I acknowledge that participants will be referred to by pseudonym or code.

Yes  No  I consent to anonymised direct quotes being used in the publication of the research.

**I agree that:**

Yes  No  The material will be treated as confidential and kept in secure storage at all times.

**Privacy Notice**

Yes  No  I acknowledge the provision of a Privacy Notice in relation to this research project.

I agree to take part in this research study

I do not agree to take part in this research study

Name of Participant ..... Signature .....

Date .....

Name of Researcher .....Signature .....

Date .....

## Appendix 5: Consent Form for Interview Participants (Kazakh, Russian, English)



College of Social Sciences

### Келісім алу формасы (Қазақ тілі)

**Жобаның тақырыбы:** Қазақстандағы тіл саясаты, оған деген көзқарастар, тіл қолданысы және жұмыспен қамту, жұмыс орны арасындағы байланыс

**Зерттеушінің аты-жөні:** Тара Мэттьюс

#### Сәйкесінше белгі қойыңыз

- Иә  Жоқ  Мен жоғарыда аталған зерттеуге арналған қатысушылар туралы ақпарат парағын оқып, түсінгенімді және сұрақтар қоюға мүмкіндігім болғанын растаймын.
- Иә  Жоқ  Менің қатысуым ерікті екенін және кез келген уақытта арнайы себепсіз бас тарта алатынымды түсінемін.
- Иә  Жоқ  Сұхбаттардың аудиожазбаға жазылуына келісімімді беремін.
- Иә  Жоқ  Қатысушылар жасырын атпен немесе кодпен аталатынын растаймын.
- Иә  Жоқ  Мен зерттеуді жариялауда жасырын тікелей дәйексөздерді қолдануға келісімімді беремін.

#### Мен төмендегілерге келісемін:

- Иә  Жоқ  Жеке тұлғаларды анықтауы мүмкін барлық атаулар мен басқа материалдар жасырын түрде болады.
- Иә  Жоқ  Материал құпия болып саналады және әрдайым сенімді сақтау орнында сақталады.
- Иә  Жоқ  Материал болашақта басылып шығатын немесе онлайн басылымдарда пайдаланыла алады.

### Құпиялық туралы ескертпе

Иә  Жоқ  Мен осы зерттеу жобасына қатысты құпиялық туралы ескертпе берілгенін растаймын.

Мен осы зерттеуге қатысуға келісемін

Мен осы зерттеуге қатысуға келіспеймін

Қатысушының аты-жөні ..... Қолы .....

Күні.....

Зерттеушінің аты-жөні .....Қолы .....

Күні.....



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of Glasgow  
College of Social  
Sciences

### Форма согласия (Русский язык)

**Название проекта:** Взаимосвязь между языковой политикой, отношением к языку, его использованием и трудоустройством, рабочим местом в Казахстане

**ФИО исследователя:** Тара Мэттьюс

#### Пожалуйста, отметьте нужное

Да  Нет  Я подтверждаю, что прочитал и понял информационный лист участника вышеупомянутого исследования и имел возможность задавать вопросы.

Да  Нет  Я понимаю, что мое участие является добровольным и что я могу отказаться в любое время без объяснения причин.

- Да  Нет  Я даю согласие на аудиозапись интервью
- Да  Нет  Я подтверждаю, что участники будут называться по псевдониму или коду.
- Да  Нет  Я даю согласие на использование анонимизированных прямых цитат в публикации исследования.

**Я согласна с тем что:**

- Да  Нет  Все имена и другие материалы, которые могут идентифицировать отдельных лиц, будут анонимизированы.
- Да  Нет  Материал будет рассматриваться как конфиденциальный и постоянно храниться в надежном хранилище.
- Да  Нет  Материал может быть использован в будущих публикациях, как печатных, так и онлайн.

**Уведомление о конфиденциальности**

- Да  Нет  Я подтверждаю предоставление уведомления о конфиденциальности в отношении этого исследовательского проекта.

Я согласен принять участие в этом исследовании

Я не согласен принять участие в этом исследовании

ФИО участника ..... Подпись .....

Дата.....

ФИО исследователя .....Подпись .....

Дата.....

**Consent Form (English)**

**Title of Project:** Relationship Between Language Policy, Attitudes & Use and Employment and the Workplace in Kazakhstan

**Name of Researcher:** Tara Matthews

**Please tick as appropriate**

Yes  No  I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

Yes  No  I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Yes  No  I consent to interviews being audio-recorded.

Yes  No  I acknowledge that participants will be referred to by pseudonym or code.

Yes  No  I consent to anonymised direct quotes being used in the publication of the research.

**I agree that:**

Yes  No  All names and other material likely to identify individuals will be anonymised.

Yes  No  The material will be treated as confidential and kept in secure storage at all times.

Yes  No  The material may be used in future publications, both print and online.

**Privacy Notice**

Yes  No  I acknowledge the provision of a Privacy Notice in relation to this research project.

I agree to take part in this research study

I do not agree to take part in this research study

Name of Participant ..... Signature .....

Date .....

Name of Researcher .....Signature .....

Date .....

## Appendix 6: Survey Flow

### Standard: Consent Form (7 Questions)

#### Branch: New Branch

If

Or I confirm that I have read and understood the Participant Information Sheet for the above study a... No Is Selected

Or I understand that my participation is voluntary and that I am free to withdraw at any time, witho... No Is Selected

Or I acknowledge that participants will be referred to by pseudonym or code. No Is Selected

Or I consent to anonymised direct quotes being used in the publication of the research. No Is Selected

Or I agree that the material will be treated as confidential and kept in secure storage at all times. No Is Selected

Or I acknowledge the provision of a Privacy Notice in relation to this research project. No Is Selected

Or I agree to take part in this research study. No Is Selected

**EndSurvey: Advanced**

### Block: Screening Questions (5 Questions)

#### Branch: New Branch

If

If I am confirm that I am between the ages of 18 and 35. No Is Selected

Or I confirm that I am a citizen of the Republic of Kazakhstan. No Is Selected

Or I confirm that I hold a minimum of an undergraduate degree (from any university either in Kazakhs... No Is Selected

Or I confirm that I currently reside in the city of Almaty. No Is Selected

Or I confirm that I am either currently employed (full-time, part-time, self-employed etc.) or activ... No Is Selected

**EndSurvey: Advanced**

### Standard: Self-Assessed Language Ability (9 Questions)

#### Standard: Childhood (1 Question)

#### Standard: Education (6 Questions)

#### Standard: Work Status (to change question flow) (1 Question)

#### Branch: New Branch

If

If My current employment status is... Currently seeking employment Is Selected

#### Standard: Job Search (Unemployed - Situational) (5 Questions)

#### Standard: Job Search (Unemployed - Attitudinal) (46 Questions)

#### Standard: Job Search (Unemployed - Short Answer) (1 Question)

**Branch: New Branch**

**If**

**If My current employment status is... Employed (full or part time) Is Selected**

**Or My current employment status is... Self-employed/informally employed Is Selected**

**Standard: General Employment Information (Employed/Self-Employed/Informally Employed) (7 Questions)**

**Standard: Job Search (Situational) (5 Questions)**

**Standard: Job Search (Attitudinal) (38 Questions)**

**Standard: Job Search (Unemployed - Short Answer) (1 Question)**

**Standard: Workplace Language (General) (8 Questions)**

**Standard: Workplace Situations (Spoken) (6 Questions)**

**Standard: Workplace Situations (Written) (4 Questions)**

**Standard: Workplace Situation Language (Attitudinal) (14 Questions)**

**Standard: Workplace Situation (Short Answer) (1 Question)**

**Standard: Demographic Information (12 Questions)**

**Standard: Call to Interview (2 Questions)**

**Standard: Anything Else (1 Question)**

**EndSurvey: Advanced**

*Figure 27 Survey Flow. Source: Downloaded from XM Qualtrics*

## Appendix 7: Survey Questions

Due to the length of the survey instrument, the list of survey questions is hosted in Cloud Storage on my University of Glasgow OneDrive account. The links to the survey in Kazakh, Russian and English can be found below.

- [Link to Survey Questions – KAZAKH](#)
- [Link to Survey Questions – RUSSIAN](#)
- [Link to Survey Questions - ENGLISH](#)

## Appendix 8: Table of Interview Respondents

<b>Pseudonym</b>	<b>Interview</b>	<b>Age</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Language Ability</b>	<b>Employment Status</b>	<b>Job Sector</b>	<b>Industry</b>
Participant A	Online	24	Female	Kazakh	Kazakh (not well – spoken and written); Russian (native level/fluently – spoken and written); English (well – spoken and written); Other language (not at all – spoken and written)	Employed	International organisation/foreign owned private or non-profit company/organisation	Education (Library Services/ Administration)
Participant B	Online	21	Female	Uzbek	Kazakh (not well/very well – spoken/written); Russian (native level/fluently -	Employed	International organisation/foreign owned private or non-profit company/organisation	Education

					spoken and written); English (native level/fluent – spoken and written); Other language (Uzbek) (very well/native level – spoken/written)			
Participant C	Online	29	Male	Kazakh	Kazakh (native level – spoken and written); Russian (native level – spoken and written); English (very well – spoken and written); Other language	Employed	Local private or non-profit company/organisation	Government Consulting

					(not at all – spoken and written)			
Participant D	Online	31	Female	Kazakh	Kazakh (well-spoken and written); Russian (native level – spoken and written); English (native level – spoken and written); Other language (native level – spoken and written)	Employed	Local private or non-profit company/organisation	Creative Arts & Design/Retail
Participant E	Written	29	Female	Kazakh	Kazakh (native level – spoken and written); Russian (native level – spoken	Employed	Local private or non-profit company/organisation	IT

					and written); English (well – spoken and written); Other language (not at all – spoken and written)			
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## Appendix 9: Interview and Open-Ended Short Answer Survey Responses Thematic Analysis Codebook

File Type	Number of Files	Number of References	Number of Coding	Number of Words Coded	Number of Paragraphs Coded	Duration Coded
<b>Node</b>						
<b>Nickname:</b>	<b>Nodes\\Childhood</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					
Document	2	3	183	12		
<b>Nickname:</b>	<b>Nodes\\Creative Industries</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					
Document	4	10	832	40		
<b>Nickname:</b>	<b>Nodes\\Demographics, Political, Economic Context etc.</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					
Document	2	2	88	4		
<b>Nickname:</b>	<b>Nodes\\Different Sectors</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					
Document	1	2	69	12		
<b>Nickname:</b>	<b>Nodes\\Education</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					
Document	3	4	173	10		
<b>Nickname:</b>	<b>Nodes\\Employability</b>					
<b>Classification:</b>						
<b>Aggregated:</b>	<b>No</b>					

Document	3	3	409	42
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**Nickname:** Nodes\\Employability\\Language Skills

**Classification:**

**Aggregated:** No

Document	5	9	454	53
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**Nickname:** Nodes\\English

**Classification:**

**Aggregated:** No

Document	5	7	304	25
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**Nickname:** Nodes\\Ethnic Russians Learning Kazakh

**Classification:**

**Aggregated:** No

Document	4	6	391	43
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**Nickname:** Nodes\\General Attitudes

**Classification:**

**Aggregated:** No

Document	7	16	923	90
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**Nickname:** Nodes\\Lack of Scientific Materials etc. in Kazakh

**Classification:**

**Aggregated:** No

Document	2	3	413	23
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**Nickname:** Nodes\\Migration

**Classification:**

**Aggregated:** No

Document	1	2	19	4
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**Nickname:** Nodes\\Policy Recommendations

**Classification:**

**Aggregated:** No

Document	2	11	1,275	22
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**Nickname:** Nodes\\Policy Recommendations\Economic Diversification

**Classification:**

**Aggregated:** No

Document	2	2	411	17
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**Nickname:** Nodes\\Policy Recommendations\Elite Closure - English, Russian

**Classification:**

**Aggregated:** No

Document	2	2	255	16
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**Nickname:** Nodes\\Regions of Kazakhstan

**Classification:**

**Aggregated:** No

Document	2	2	81	7
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**Nickname:** Nodes\\Religion

**Classification:**

**Aggregated:** No

Document	1	2	115	20
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**Nickname:** Nodes\\Russian - Easier

**Classification:**

**Aggregated:** No

Document	4	10	432	40
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**Nickname:** Nodes\\Social Functions

**Classification:**

**Aggregated:** No

Document	1	1	1	1
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**Nickname:** Nodes\\Social Functions\Colleagues

**Classification:**

**Aggregated: No**

Document	4	6	165	23
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**Nickname: Nodes\\Social Functions\Customers and Clients**

**Classification:**

**Aggregated: No**

Document	5	14	525	95
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**Nickname: Nodes\\Social Functions\Managers**

**Classification:**

**Aggregated: No**

Document	3	7	130	27
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**Nickname: Nodes\\Time**

**Classification:**

**Aggregated: No**

Document	1	3	308	7
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**Nickname: Nodes\\Russian Invasion of Ukraine**

**Classification:**

**Aggregated: No**

Document	4	9	572	35
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**Nickname: Nodes\\Work Place Language Policy**

**Classification:**

**Aggregated: No**

Document	2	3	333	41
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**Nickname: Nodes\\Written Situations**

**Classification:**

**Aggregated: No**

Document	6	7	328	32
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**Nickname:** Nodes\\Written Situations\\Translations

**Classification:**

**Aggregated:** No

Document	4	8	427	55
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