# STATE LANGUAGE POLICY IN KAZAKHSTAN: ANALYSIS OF KAZAKH LANGUAGE PROGRAMS AND THEIR SOCIAL ISSUES AS EXAMPLE OF EDUCATIONAL PROCESS

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Kazakhstan emergently and systematically develops its language structures, because as the Government with more than 130 ethnic minorities it invested in tolerated relationships. Language policy is a protection of each language rights and a presence of aspirations of the people, who want to save their roots. The main significant document in Kazakhstan is Constitution of the Republic of Kazakhstan, where mentioned: «The state language of the Republic of Kazakhstan shall be the Kazak language». Also, the language policy of Kazakhstan is regulated by «Law of the Republic of Kazakhstan on Languages». Now Kazakhstan has the second State program for developing and functioning languages in the Republic of Kazakhstan. Kazakhstan tries to underpin the situation of developing languages. Most significantly, they have focused on enhancing a usefulness of the state language. The results are planning to be in a gradual rise from 20 percent to 80 and then 95 percent of speakers in the Kazakh language.

**Keywords:** Language policy, Language situation, State language, Sociolinguistics, Human rights.

## Introduction

Analysis of languages situation in the Republic of Kazakhstan based on the legal and justice documents. All processes are forming the principles of language policy and creating special steps of planning. Furthermore, at the balance of the geopolitical situation in the border regions, the challenges of a demographical consistence, civil identity, and ethnic roots expand and evolve the significant role of these sociolinguistic issues. We found it very important to assess all needs and requirements of learning and teaching second or third language, according to a personal motivation of each learner. During his official Adress N.Nazarbayev the President of the Republic of Kazakhstan underlined this problem as a key of interethnic communication. He said that responsible language policy is the main consolidated factor of Kazakh nation.

Linguistic science is concentrated on the social, psychological, political and national aspects of language relationships. And as a result of this assertion we can explain the deep connection between a language and society, including links with a culture, policy, and economy. The problem of language

diversity retained all essential circumstances of policy making for mitigating language discrimination and advocating their equal rights. It is a mean to enhance the aspiration of people to save and enrich their native heritage without any tension. Based on the evidence cited in linguistic materials, we also can retain a lot of facts about language fates, including dominant and minority languages and their rights. «The concept of language rights has had enormous appeal, finding a broad swath of support among linguists, sociologists, political philosophers, policy maker, and community activists», – interpreted Lionel Wee (Wee, L. 2011: 4). This problem needs the special co-decision because the measure of this impact might keynote to all procedures of social and political continuum. The legal basis of a language policy as a main condition of a language construction helps to save a proportion between an official language and others. There is a possibility to regulate major communication areas with a real situation in the global world. We have two sides of this decision: firstly, it is necessary to emphasize on national identity and, secondly, you have to be a member of global society. You might match these two aspects of modern existence with the help of some rules, which are subjects of a justice system.

According to Walt Wolfram, language is one of the most powerful emblems of social behavior (Wolfram W., 1991). General assumption has been that only harmonic language policy can help to manage the interplay language and society. As a starting point of all political, cultural and social issues language usually encourages the link between language needs and language service. The impact of intakes needs emphasizes synergy of long-lasting connection, therefore as each official document the second State program has target indicators of realizing. Kazakhstan tries to underpin the situation of developing languages. Most significantly, they have focused on enhancing a usefulness of the state language. The program has 4 main points of decision. Firstly, with the help of the qualitative methodology to increase the level of speakers, secondly, pay attention to popularization of the native bearers as a people with deep cultural values, then, to reach a high language culture and, finally, is to create all conditions for rising linguistic capital. In addition, this program focused on multilingualism too. We have special indicators about the part of a population, who have to create their communicational skills in English and three languages. For example, according to the future plans in 2014 the 10% of the population of Kazakhstan will be good at English and then this number will be increased every 2 years for 5 %. Nearly characteristics we are planning to reach in the number of people with three language skills: in 2014 – 10%, in 2017 – 12%, in 2020 – 15%.

By studying the results of the first State Program for 2001 – 2010 years, we can examine how language and social community of our country have interacted and which kind of problems they need to decide. Comparative analysis normally extends the decision of the following issues:

1) Determine the role of Kazakh language in the social and communicative area of Kazakh society – analysis of needs and intakes of Kazakh language in different areas of using.
2) Monitor languages interaction and mechanism of affecting – analysis of regional and border territory to creation of speaking sphere.
3) Study and monitor of level language training – using sociolinguistic methods and analysis of the quality of language service.
4) Study international experiences and interdisciplinary values – analysis of an effectiveness of educational programs according to quantity and quality indicators.
5) Search the role of Kazakh language as a tool of forming personal and professional competencies.
6) Seach a mass media information and analyze dominant languages priority.
7) Study the priority of multilingual skills – analysis standards of language learning programs with level preparing.
8) Analyze Kazakh language learning programs according to social issues and requirements.


**Literature Review**

According to sociolinguistic concepts, the connection between a language and a society has traced everywhere. It would appear from research views about social effects language development. In fact, the

aspiration of the scientists to create the main principles of sociolinguistics, which are based on the problems of social policy and language policy, is focused first of all, on a style of variations. «Style is a pivotal contract in the study of sociolinguistic variation… Moreover, since all individuals and social groups have stylistic repertoires, the styles in which they are recorded must be taken into account when comparing them» (Eckert, P. and Rickford, J. R. 2001: 1).

Secondly, it is also included the problems of integrating into a social area. It means to communicate and adapt. Despite the apparent benefits of language communication, it is not so easy to create convenient relationships with citizens around you, especially if you have just arrived from another country. Migration has been described in detail, namely its connection with global mobility. Because this point, really, «constitute some of the most pressing sociopolitical challenges facing the world today» (Wee, L. 2011: 123). In that case, we have to remember about «the well-being and dignity of individuals».

Another important characteristic of sociolinguistic is the question of language and ethnic minority rights in the whole world. The roots of that importance are motivated by «tolerant-oriented and promotion-oriented rights… which would require the provision of active support for the use of their language in various public domains» (Kloss, H. 1977). Hopefully, these should assist in maximizing its significant role as a fit confirmation of national stability and perpetuation.

All these problems are focusing first on the role of state or official language in this country. Social issues of a language policy depend on its usefulness and priority in a society. The best way of understanding this process is to analyse its studying. A number of consequences follow from statistic materials. If people need this language, they learn it. It is a fundamental truth or axiom. Only a dominant role of each language can provide its vital activity and vice versa. Kazakh language had different periods of existence. The language history shows us a time of a drop and a time of reviving. Only after 1991 year, when we had received Independence, we grow up the role of Kazakh language as a state language and a tool of communication of local ethnic. New language training programmes were prepared, many new words had translated, many language centers were opened, training methodology was discussed and results were expertized. The main target was to revive Kazakh language for official necessaries. It was the important part of the policy of Government of Kazakhstan. We compared language situations of different countries and reviewed their educational system with high interest at a language learning process.

We observed some materials about the language policy in England. As a country with a population of 51, 8 million people and 16% belong to an ethnic minority group or are of mixed race (National Statistic 2009) England has its own position in the language policy. Furthermore, English as the «highly dominant language» has the special language planning system in all areas of life, such as in an educational program, on the workplaces and in a social communication. It looks like as an «access to the standard prestige variety» or «the variety that they consider more useful for improving their socioeconomic prospects» (Wee, L. 2011: 6, 7). In many linguistic projects English «has effectively become that lingua franca» (Languages in Europe: 28), it is explained by a reflection of geopolitical reality. On the other hand, as a country with a high percent of migration the English tries to save its own traditional forms in the speaking and writing. It normally involves some kind of variants in the one language, which can affect to linguistic standards. Namely, it might be results of a new variant, like the «new Englishes». The process of migration, that can involve many social and political, also economic challenges, is completely spread in the world. It also justifies the central illustration of languages situations with affecting to their national and cultural solutions. Scholars described a global mobility as the special controversial political challenge like «a package of transnational flows of people, production, investment, ideas and authority» (Brysk, A. 2002: 1).

The situation with Scottish, Irish and Welsh languages have their individual profile because each of them has own territory, population, and official language. According to the Statistic materials and Official documents every of these countries, support their native languages. Therefore all public documents are prepared, first of all, in the official languages or languages under ECRML, which also «can have the status of official language, but this status will by definition be limited to the area in which they are spoken» (Language Rich Europe 2012: 68). For example, The UK Government recognizes Irish and Ulster Scots in Northern Ireland under the ECRML (European Charter for Regional or Minority

Languages) language. This country has the different levels of learning additional languages at the primary, secondary schools and institutions. The Welsh language has official status in Wales after 2011 year. British Sign language has been recognized as a language in its own right. The Scots language also recognized under the ECRML, along with Ulster Scots. Moreover, it is interesting that the Scottish Government focuses on developing a Scots Language Policy and presenting Scotland as a trilingual country.

We have also reviewed some documents of Ireland and Wales about language planning and found it very interesting to retain basic areas, which they evaluated and fulfilled for the making decision. Firstly, it's «A living language: a language for living Welsh Language Strategy 2012 – 2017», where were considered 6 strategies. Namely: The family, Children and young people, The Community, The workplace, Welsh-language services, and Infrastructure. Each of these positions can realize the main idea: «The Welsh Language (Wales) Measure 2011 confirmed the official status of the Welsh language in Wales and created a new legislative framework for the Welsh language. This followed over fifty years of language planning that has raised the status of the language» (Welsh language strategy 2012). Important analysis was given in the part about the common language situation, according to the numbers of the speakers and their using level. «The results of the 2001 Census showed that 20.8 percent of the population of Wales was able to speak Welsh (582,400 people). This was an increase compared to the 1991 Census (18.7 per cent and 508,100 people). It was also the first percentage increase in the numbers of Welsh speakers ever recorded by a Census, with the greatest increase seen among young people aged 5-16. According to the Country profile of Wales «The Welsh language has official status in Wales» and «British Sign Language has been recognized as a language in its own right, but there is no directly related legislation» (Language rich Europe 2012: 122).

Secondly, we observed some materials about the Irish language and its language strategy. As a consequence, we have found the coherent link between language policy systems, which are emphasized on saving identity as a sense of ethnic development and viability. And the language is most important appeal to ensure the future with equally vested interests in the global world. The main document of the Irish language policy is «Official Languages Scheme: 2009 – 2012» that was prepared in accordance with the Guidelines under Section 12 of the Official Languages Act 2003. It came into force on 21 December 2009. In addition, we saw «Submissions received in respect of Scheme 2009 – 2012». Language policy of Ireland also concentrated on Publication. For example, they interpreted in detail all important and special documents, which have to prepare in both Irish and English languages. Among them, we can see political and financial materials. Namely: the document setting out public policy proposals, annual report, audited account or financial statement, statement of strategy required to be prepared under section 5 of the Public Service Management Act 1997. Thus, «Documents which do not set out public policy proposals, have limited circulation, and are aimed at specialist groups, are published in English only at present. Speeches are published on the website in the language in which they were given». These examples show that the Irish language policy extends especially on the «Communication with the Public and Information to the Public». It involves most points of the contact.

The language policy of European Union is concentrated on «protection a linguistic diversity and promote knowledge of languages, for reasons of cultural identity and social integration, but also because multilingual citizens are better placed to take advantage of the educational, professional and economic opportunities». It means that each member of the modern society should understand the main idea of the multilingualism policy. They are not only communicational or practical skills. It includes culture, respect, and tolerance. This project focused on improving and learning at least two foreign languages. We know that EU has major language policy agencies, namely they are the Unit for Multilingualism Policy within the Directorate-General of Education and Culture in the European Commission and the Language Policy Unit of the Directorate of Education in the Council of Europe. Among all necessary decisions we can see their common problems about the role of languages in the European economy, mutual understanding and communication, in encouraging the removal of barriers to intercultural dialogue and, especially, in realizing their opportunities to communicate in additionally in two or more languages (Language Rich Europe 2012: 4).

We believe that respect and attention to each language with their speakers are the main reason for everything. As a consequence, multilingualism argues that only people, who have a possibility to be good at another language, can understand the sensitive linkage between them. Moreover, the social balance might be better if people try to hear their neighbors of another nationality. In nowadays the trilingual formula of languages connection is popular. According to the project results, we can see how people in the world of mobility and migration realize this idea. Specialist institutions try to calculate and compare their aspirations. The statistic facts show us the results of the social researchers: the different statements have the different per cent of agree or disagree. For example, 84% people in Europe agree, that one additional language is necessary today, it's requirement of the each society. 72% of them also agree that all languages spoken within the EU should be treated equally. But the other positions, such as the European institutions should adopt one single language to communicate with European citizens and everyone should be able to speak two additional languages, have only 55% and 50% of agree.

Ethnic and language diversity in EU also needs pivotal decisions. The major idea is mentioned in the results of the project: «EU language policies aim to protect linguistic diversity and promote knowledge of languages, for reasons of cultural identity and social integration» (Language Rich Europe 2012: 4). Therefore as a union of democratic countries they make a decision jointly through shared institutions as European Parliament and Council of the EU. The whole interests of the EU also are represented by European Commission too. As we know with the help of main forms of law of the EU, such as directives and regulations, and three main procedures co-decision, consultation and assent they try to find a common decision in each problem. According to this structure, they have some general documents about the Linguistic diversity and Language policy. For example, among Council Resolutions we can see the following documents: Decision of the European Parliament and of the Council of the European Year of Languages 2001 (2000), Presidency Conclusions of the Barcelona European Council (2002), Conclusions on multilingualism (May 2008) and so on. We also can mention European Parliament Resolutions, like Resolution to promote linguistic diversity and language learning (2001), Resolution on European regional and lesser-used languages (2003), Resolution on multilingualism: an asset for Europe and a shared (2009) (Language Rich Europe: 7). All these and other documents help to regulate a linguistic diversity of EU and to create respectable relationships between them, as soon as «linguistic diversity, it has been said, is a significant part of cultural diversity» (Rindler Scjerve R. and Vetter E. 2012: 14).

Linguistic justice creates the general aspects of the deep connection between justice, society and language. More specifically, it includes the problems of language rights, equal opportunity and language use in different countries with different advocated systems. «The implications of any liberal theory of justice for language policy are straightforward, just as they are for religion. Language, like religion (also they have many differences), tends to be transmitted within a community from one generation to the next, as a major component and determinant of that community's culture and as a major feature of people's individual and collective identity. Just as a religion people choose to practice…» (Van Parijs, P.  2011: 89). According to more or less privilege situation in the world, it needs support. It does mean legal supporting to realize its main role of linguistic community in a «national promotional program» (Olins, W. 2007: 169). Wally Olins explained the nation brand as «the equivalent of treating the nation like a washing-up liquid in a supermarket». It is also a truth that we mentioned our common and maybe not new explanations just with a new modern word like «brand».


**Methodology & Data analysis**

Despite the apparent benefits of the conclusion that «A quantitative study of any given language community might involve a count of how many individuals use variety X or Y, with the number broken down according to such variables as sex, age, socioeconomic status, or ethnicity» (Timothy C. 2001: 567-568), we know that social issues of learning a new language or revive some another have to base on a qualitative methodology too. Today Kazakh language programs concentrate at pragmatic targets like to

speak and use skills for a professional career. For understanding all reasons and connections, we used especial socio-political analysis methodology.

The searching results of the Institute of socio-political researches (2012 y.) showed that with the help of face-to-face method were interviewed 6007 people from 14 regions and 2 cities – Astana and Almaty. Among them were 3013 civil servants and 3000 other representatives of social groups. As a result of we saw that 51, 8% of all know and use Kazakh language as a state language of Kazakhstan. And, it would seem logical to assume that their communicative skills in writing, speaking, listening and reading not the same. It means 41, 1 % good at all, but 10, 7 % can just speak in Kazakh. Despite the apparent issues, they are some differences. It is not possible to assert that a potentiation of learning language has similar backgrounds. We emphasize information about territory or region of Kazakhstan, where they from, age and education degree of each interviewer. Among Kazakh people, 84, 2% of used their native languages and this was a result of citizens of southern and western regions, namely regions of Kyzylorda and Atyrau. People from 18 to 29 years old today high motivated to study Kazakh language, which was 62, 4% in 2012 year. More stable results we can see in villages. The reason is that people far from big cities try to save their roots and not so adapt to a global formation: they watch TV in Kazakh, normally have one language of communication. But we also can see some different elements in their vocabulary, which came from the neighbors as a result of their relationships.

The next important detail of language policy is how many people study or planning to study Kazakh language for special needs as for a work or career, or for underlining your patriotic feelings. 42, 1% those who gave interview just mentioned that they know Kazakh, 3, 3%, are planning,  39, 7%  - study by themselves, 24, 4% - with the help of special courses, 14, 2 % - use different TV programs, 10, 6 % - in private teaching companies, and 2,1 % - in communication. We need to think about last number of percent. We are living in a global world, therefore, possibility to learn a language in a process as just communication not high. For that reason, one of the important points of State Program is to increase the popularity of people who appreciate their origins, proud of their roots. Here has underlined the role of media as an instrument of a social consciousness. It is necessary to enhance a capacity of TV programs with involving interesting and cognitive events and special materials for children, as «Balapan» (little chick). They help to orient our mentality and save national codes. Axiological values activate universal genetic roots and motivate people to survive and remember their history. The next part of the questionnaire has a deep connection with these problems. It is a motivation of people in Kazakhstan to learn and study Kazakh language. Motivative issues we can divide into 5 groups – civil obligation, desire to live in Kazakhstan, for promotion and career, for communication, and just for parents and family.

All these issues coordinate the actuality of sociolinguistics topic in nowadays. Especially, it is necessary to analyze Kazakh language teaching programs and align the link requirements. The main core of this problem is an aspiration of learners and personally oriented method. On one hand, language learning process needs a monitor. On the other hand, the purpose is to have quick and useful results. In line with these challenges, we underline the specialty of any Kazakh learning process in Nazarbayev University (NU) and in Academy of Public Administration under the President of the Republic of Kazakhstan (Academy). NU is the educational center of a new format, where all process based on English skills and the audience includes the students of 17 – 21 years for Undergraduate programs. Academy bases at Master programs and especially for civil servants with more than 2 years working experience.

Futhermore, each educational system has its own priorities, like purpose, mission, specialty programs and useful methods. It would seem logical to assume that a language also depend on these details. We used a more official style and documents for civil servants, and more modern and cognitive materials for young students. First audience motivated by career and need a language for a job. The Second one wants to receive more interesting and unusual information. However, based on the evidence cited in this article, we can see common or universal needs too. In addition to all facts, each member of a society needs to develop professional skills, and shows them with the help of speaking, writing abilities. In fact, taken together, we underpin their aspiration to study Kazakh language for a practical purpose. Currently, we have Kazakh language courses for different levels at Nazarbayev University, start by Basic and include Upper-Intermediate. Also, we have special elective courses for Advance level. It is a big

opportunity to invest to their future and provide them with professional knowledge and patriotic feelings. Among them, Speech Culture in Business, Business Kazakh, Kazakh Diplomacy, Kazakh for Civil service, Business Etiquette, Kazakh Literature, Scientific Style in Kazakh language, Kazakh Terminology and so on.

As a consequence of these social twists, this problem has its special issues in education and language training. Currently, we have The Standart of Kazakh language levels, which based on the methodology of a learning process, like paradigms, principles, orientations. According to this document all Kazakh language training programs, their contents and number of academic hours are systematized. The actuality of this procedure is argued by the next points:

- Kazakhstan is a country of different nations and with special social and cultural characteristics.
- Kazakh language learning needs an educational common concept.
- Language levels are the basis of studying language, according to necessaries.
- To analyze an international experience (TOEFL, IELTS, DALF/DELF, ALTE and so on).
- To demonstrate the results of training with the help of competencies.
- To orient language skills to functional literacy and speech culture in advance.
- To cover all system of continuous education from kinder gardens to master and PhD degrees.

The main purpose of Kazakh language level programs is to develop communicational, personal and cognitive skills of learners. In fact, the Standart helps to manage all aspects of education, including the processes of upbringing and social-cultural awakening or renewal. The theory of language communication today has a deep connection with the theories of cognition, creation functional literacy. All these problems are entailing the search of paradigms of anthropology, integration in education, creation of a polilingual person, cognitive education, and values. For that reason, it is necessary to concentrate all materials on practical skills with specific professional purposes. It is necessary to justifiably limit just common information about everything because now interrogated language learners appreciate useful vocabulary and helpful skills. Correctness of choosing improves their beliefs and support to achieve and realize career targets.


## Conclusions

We want to maintain the positions that underline the significant role of language policy and planning. We think the viability of each ethnic group strongly depends on linguistic issues. Intrinsically, the dissociation between languages can create untenable tensions. Each country should properly understand the basis of sustainable and conscious content of language planning because it affects to the problems of national dignity and cultural identity. It is also equally arguable that sometimes the position of a language is acquired by historical twist or geopolitical situation and it is not necessary to concentrate all state resources on saving. Nevertheless, some languages of ethnic minorities need to defend. Also, there may be a role for speakers and their aspirations and wishes to save native languages as a tool of political, economic and social life.

The State language policy of the Republic of Kazakhstan based on the principles of tolerance and motivation without pressing. Creation of core competencies of each personality as a member of modern society provides solid ground for understandable and harmonic situation. The best way is to learn a language and have a possibility to communicate. Also, as an instrument of cognition a language can open all ways to self-education and self-searching different cultural traditions. A large part of the improvement can be attributed by possibilities to receive information, to analyse it, and to realize more abilities. It can calculate professional and personal capacities of everybody. Only a language inventory with social issues and economic arguments could pump a final target with necessary skills and knowledge. Nowadays an educational system of Kazakhstan concentrates at personal oriented approaches. Pragmatic issues apply by analysis of skills and quality of services.

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