

LANGUAGE POLICY REFORMS IN KAZAKHSTAN: AN OVERVIEW OF THE POST-INDEPENDENCE PERIOD

D. Kucherbayeva 

ABSTRACT

This paper examines the evolution of Kazakhstan's language policy reforms from 1991 to 2025 through qualitative analysis of legislative acts, state programs, policy concepts, and educational strategies. Using a chronological and thematic approach, the study identifies changes in language status, functional domains, language hierarchies, and multilingual education and interprets these changes in relation to nation-building, sociopolitical transformation, and globalization. The analysis demonstrates that Kazakhstan's language policy has evolved through three major stages: the institutionalization of Kazakh as the state language and the restoration of its social functions; the expansion of its use in public administration, education, media, and other social domains; and the development of an institutionalized multilingual model incorporating Kazakh, Russian, and English. The main finding is that Kazakhstan's language policy has shifted from a primarily status-oriented approach focused on strengthening Kazakh toward a functionally differentiated model of multilingualism. Within this model, Kazakh increasingly serves as the language of statehood and national identity, Russian retains a significant role in everyday and professional communication, and English has gained importance in education, science, and international communication. The study contributes to an understanding of post-Soviet language planning by demonstrating how nation-building objectives have been reconciled with the continued functional importance of Russian and the growing role of English in Kazakhstan's multilingual society.

Keywords: Kazakhstan, Language Policy, Language Reforms, Independence, Kazakh, Russian.

Maqsut Narikbayev University,
Astana, Kazakhstan

Corresponding author:
D. Kucherbayeva,
d_kucherbayeva@mnu.kz

Citation:
Kucherbayeva D.
Language policy reforms in
Kazakhstan: an overview of
the post-independence period //
Adam Alemi. – 2026. – Vol. 28.
– No. 4 (110). – P. 134–145.
– DOI: 10.48010/0218ep29

Open Access
© The Author(s), 2026
This is an open-access article
distributed under the terms of the
Creative Commons Attribution 4.0
International License (CC BY 4.0).
[https://creativecommons.org/
licenses/by/4.0/](https://creativecommons.org/licenses/by/4.0/)

Received: 06/06/2026
Accepted: 14/09/2026
Published online: 30/10/2026

Қазақстандағы тіл саясаты: тәуелсіздік кезеңіндегі тіл саясатына шолу

Андатпа. Бұл мақалада Қазақстандағы тіл саясаты реформаларының 1991–2025 жылдар аралығындағы эволюциясы заңнамалық актілерді, мемлекеттік бағдарламаларды, тіл саясаты тұжырымдамаларын және білім беру стратегияларын сапалық талдау негізінде қарастырылады. Хронологиялық және тақырыптық тәсілдерді қолдана отырып, зерттеуде тілдердің мәртебесіндегі, функционалдық қолданыс салаларындағы, тілдік иерархиядағы, сондай-ақ көптілді білім берудегі өзгерістер айқындалып, олардың ұлт қалыптастыру, әлеуметтік-саяси трансформация және жаһандану үдерістерімен байланысы талданады. Талдау Қазақстанның тіл саясаты үш негізгі кезең арқылы дамығанын көрсетеді: қазақ тілін мемлекеттік тіл ретінде институционалдандыру және оның әлеуметтік қызметтерін қалпына келтіру; қазақ тілінің мемлекеттік басқару, білім беру, бұқаралық ақпарат құралдары және басқа да қоғамдық салалардағы қолданысын кеңейту; сондай-ақ қазақ, орыс және ағылшын тілдерін қамтитын институционалдандырылған көптілді модельдің қалыптасуы. Зерттеудің негізгі ғылыми нәтижесі Қазақстанның тіл саясатының қазақ тілін нығайтуға бағытталған, негізінен мәртебелік тәсілден тілдердің функционалдық саралануына негізделген көптілділік моделіне біртіндеп ауысқанын айқындаудан тұрады. Бұл модель аясында қазақ тілі мемлекет пен ұлттық бірегейліктің тілі ретіндегі қызметін барған сайын күшейтуде, орыс тілі күнделікті және кәсіби коммуникацияда елеулі рөлін сақтап отыр, ал ағылшын тілінің білім беру, ғылым және халықаралық коммуникация салаларындағы маңызы арта түсті. Зерттеу посткеңестік кезеңдегі тілдік жоспарлауды түсінуге үлес қоса отырып, Қазақстанның көптілді қоғамында ұлт қалыптастыру мақсаттарының орыс тілінің сақталып отырған функционалдық маңыздылығымен және ағылшын тілінің өсіп келе жатқан рөлімен қалай үйлестірілгенін көрсетеді.

Түйін сөздер: Қазақстан, тіл саясаты, тіл реформалары, Тәуелсіздік, қазақ тілі, орыс тілі.

Реформы языковой политики в Казахстане: обзор языковой политики в постсоветский период

Аннотация. В статье рассматривается эволюция реформ языковой политики Казахстана в период с 1991 по 2025 год на основе качественного анализа законодательных актов, государственных программ, концепций языковой политики и образовательных стратегий. С использованием хронологического и тематического подходов в исследовании выявляются изменения в статусе языков, сферах их функционального использова-

ния, языковой иерархии и многоязычном образовании, а также интерпретируется их связь с процессами национального строительства, социально-политической трансформации и глобализации. Анализ показывает, что языковая политика Казахстана прошла три основных этапа: институционализацию казахского языка как государственного и восстановление его социальных функций; расширение его использования в государственном управлении, образовании, средствах массовой информации и других общественных сферах; а также формирование институционализированной модели многоязычия, включающей казахский, русский и английский языки. Основной научный результат исследования заключается в выявлении постепенного перехода языковой политики Казахстана от преимущественно статусно-ориентированного подхода, направленного на укрепление казахского языка, к функционально дифференцированной модели многоязычия. В рамках данной модели казахский язык все в большей степени выступает языком государственности и национальной идентичности, русский сохраняет значительную роль в повседневной и профессиональной коммуникации, а английский приобретает возрастающее значение в сфере образования, науки и международной коммуникации. Исследование вносит вклад в понимание языкового планирования в постсоветском пространстве, показывая, каким образом цели национального строительства в многоязычном обществе Казахстана сочетаются с сохраняющейся функциональной значимостью русского языка и возрастающей ролью английского языка.

Ключевые слова: Казахстан, языковая политика, языковые реформы, Независимость, казахский язык, русский язык.

Introduction

The year 1991 marked a pivotal moment for Kazakhstan's language policy, initiating efforts to promote the Kazakh language and raise its status through a process commonly referred to as Kazakhification. In the wake of independence, the government undertook a series of measures aimed at restoring the cultural and symbolic value of the Kazakh language and fostering a heightened sense of ethnic and national identity. Central to these efforts was the development of legislative and normative frameworks to provide an institutional basis for implementing these policies [1]. These policies reflect broader state-building objectives, seeking to reconcile the promotion of Kazakh with the country's multilingual and multiethnic realities. In this paper, I examine the legislative and normative frameworks established to regulate language use in Kazakhstan. The discussion focuses on key developments in language policy, including the development and expansion of the roles of Kazakh, Russian and English over recent decades.

This paper employs a qualitative document analysis approach to examine the evolution of language policy reforms in Kazakhstan from 1991 to the present. The study is based on the analysis of official state documents, legislative acts, governmental programs, and policy concepts related to language planning and language education in Kazakhstan. Using a historical and policy-oriented perspective, the paper explores how language reforms have reflected broader sociopolitical transformations, nation-building processes, and globalization trends in the post-socialist context.

The analysis of normative and policy documents demonstrates that the state has con-

sistently prioritized strengthening the status and functions of the Kazakh language as a symbol of national identity and statehood, while simultaneously preserving the communicative and political significance of Russian. Over time, language reforms evolved from policies primarily focused on revitalizing Kazakh after the Soviet period to broader initiatives promoting multilingualism and trilingual education, including the growing role of English in education, science, and international communication. The analysis further indicates that although substantial progress has been achieved in expanding the use of Kazakh in education, administration, media, and public life, Russian continues to maintain a strong presence in urban communication, professional domains, and popular culture.

Methodology

This study employs qualitative document analysis combined with chronological, thematic, and comparative approaches to examine the evolution of Kazakhstan's language policy between 1991 and 2025. This methodological approach was selected because the primary objective of the study is to identify changes in official language ideologies, policy priorities, and institutional approaches as articulated in state documents rather than to quantitatively measure language use among the population. The primary corpus consists of official documents adopted between 1991 and 2025, including legislative acts, language policy concepts, state programs on the development and functioning of languages, educational development programs, and strategic documents addressing multilingualism and trilingual education. These include the Concept of Language Policy of the Republic of Kazakhstan (1996)

[2], the Law "On Languages in the Republic of Kazakhstan" (1997) [3], state programs on the development and functioning of languages, educational reform initiatives, and policy frameworks promoting multilingualism and trilingual education. The documents were selected based on their direct relevance to language planning, language status, language education, and the functional use of languages in public institutions and society.

The analysis was conducted in three stages. First, the documents were organized chronologically in order to identify changes in language-policy priorities across different periods. This chronological analysis made it possible to distinguish three major stages in the development of Kazakhstan's language policy: the institutionalization of Kazakh as the state language and the restoration of its social functions; the expansion of its use in public administration, education, media, and other social domains; and the development of an institutionalized multilingual model incorporating Kazakh, Russian, and English.

Second, the documents were analyzed thematically. The analysis focused on identifying recurring themes, ideological priorities, and shifts in language planning strategies over time. Relevant provisions were identified and grouped according to the following analytical categories: (1) the legal and institutional status of languages; (2) functional domains of language use; (3) language hierarchies and the distribution of functions among Kazakh, Russian, and English; (4) language education and multilingualism; (5) language planning, including terminology, orthography, and corpus development; and (6) the relationship between language policy, national identity, and state-building. Particular attention was paid to changes in the objectives and mechanisms proposed for strengthening the Kazakh language, maintaining the functional role of Russian, and expanding the role of English.

Third, a comparative analysis was conducted across policy periods to identify continuities and changes in state priorities. The analysis examined not only the stated objectives of individual documents but also the changes in the scope of proposed measures, target social domains, and institutional mechanisms. This made it possible to distinguish between changes in the formal status of languages and changes in their intended functional distribution across society.

The analysis followed an interpretive and descriptive approach. Policy documents were treated as expressions of official language ideologies and state priorities rather than as direct measurements of actual language practices. Therefore, claims concerning the implementation and social effects of language policy were interpreted cautiously and, where appropriate, supplemented with statistical data and findings from previous empirical studies.

Secondary academic literature on post-Soviet language policy, multilingualism, nationalism, and language ideologies in Central Asia was used to contextualize and interpret the findings of the document analysis. The combination of primary policy documents and secondary scholarly literature allowed the study to connect changes in formal language policy with broader sociopolitical transformations, nation-building processes, and globalization.

Main part

The findings reveal that Kazakhstan's language policy since independence has been characterized by a continuous effort to balance nation-building, ethnic diversity, and global integration within a multilingual society. The following sections examine the major stages of Kazakhstan's language policy development, focusing on the legal status of languages, the institutional measures introduced to expand the functions of Kazakh, and the implementation of multilingual education policies in the context of social, political, and global transformations.

The Establishment of Conditions for the Development of Kazakh: 1991-2000. After Kazakhstan gained independence from the Soviet Union in 1991, Kazakh was granted the status of the state language, and demand for its use increased in government organizations. Positive changes were also observed in the use of languages in the education system. Schools with Kazakh as the medium of instruction accounted for 43% of all schools in 2000, and the share of students attending Kazakh-medium schools was 50.5%, while 45% attended Russian-medium schools. Despite the official promotion of Kazakh, the Russian language continued to be prevalent in the domains of science, education, and mass media throughout the 2000s. During this period, Kazakhstan saw the circulation of 393 Russian-language newspapers and 78

Russian-language magazines alongside the operation of 20 Russian television channels. The media landscape underscored the continued dominance of Russian as a primary source of information. In contrast, the circulation of Kazakh-medium newspapers was comparatively limited, highlighting the need for greater expansion of Kazakh-language media to meet public demand [4]. Tussupova (2010) further observed that the circulation figures for newspapers published in Kazakh were consistently lower than those for Russian-language publications [5]. For instance, the weekly circulation of the popular Kazakh-language newspaper *Zhas Alash* stood at approximately 70,000 copies, less than half the circulation of the Russian-language newspaper *Vremya*, which reached approximately 180,000 copies.

Following Kazakhstan's independence, the Kazakh language did not fully assume the functions envisaged for it as the state language. State institutions experienced a shortage of specialists with sufficient proficiency in Kazakh to perform their official duties effectively, resulting in the limited use of Kazakh in paperwork and internal communication. This linguistic gap was particularly pronounced within the armed forces, where the role of Kazakh remained limited and its integration into military administration and communication was incomplete. To create conditions for the development of the state language and other languages, the government introduced the Concept of Language Policy of the Republic of Kazakhstan (CLPRK, 1996, hereafter), approved by the Decree of the President of the Republic of Kazakhstan dated November 4, 1996, No. 3186 [1], and the State Program for Development and Functioning of Languages for 1998–2000 (SPDFL for 1998–2000, hereafter), approved by the Decree of the President of the Republic of Kazakhstan dated October 5, 1998, No. 4106 [6].

A significant measure in the implementation of language policy involved the phased transition of official paperwork into the state language alongside the establishment of conditions for the active function of the Kazakh language across key societal domains such as science, education, culture, mass media, public administration, legal proceedings, etc. Between 1998 and 2000, essential tasks included the refinement of the Kazakh alphabet, its orthography, and terminology, as well as the development and modernization of the language to meet contemporary needs.

This period prioritized the training of qualified personnel, and development of modern Kazakh military terminology.

Strengthening the social and communicative functions of Kazakh: 2001–2010.

In February 2001, the government approved the *State Program for Development and Functioning of Languages for 2001–2010* (SPDFL for 2001–2010, hereafter) [7], which aimed at the expansion and strengthening of the social and communicative functions of the state language. The program suggested measures to ensure the functioning of the state language as the language of public administration and office work in all state organizations and local government bodies.

Regarding language modernization, the SPDFL for 2001–2010 outlined the measures for the unification of the norms of the modern Kazakh language, word formation, and improving and standardizing the language literary norms of modern Kazakh. With regard to Russian, the program envisaged continued support for the language, given its official use in state organizations and local government bodies. Other ethnic communities in Kazakhstan were also expected to be supported in learning their respective mother tongues. The SPDFL for 2001–2010 placed particular emphasis on creating favorable conditions for citizens to learn English. The program proposed enhancing the quality of English language instruction across all general education institutions, including specialized schools and HEIs. Additionally, it advocated for the establishment of a flexible system of personnel training, designed to support the educational process with appropriate methodological and teaching materials.

At the XII session of the Assembly of the People of Kazakhstan held in October 2006, the first President of the Republic of Kazakhstan, N. Nazarbayev, introduced the idea of trilingual education in Kazakhstan, stating that knowledge in three languages (i.e., Kazakh, Russian, and English) was necessary for the national unity of Kazakhstan. It was argued that the introduction of multilingual education in the country could contribute to the modernization of the education system; access to quality education could ensure a harmonious development of the individual.

To strengthen and further develop the country as a democratic and social state, on

November 21, 2007, Decree No. 1122, the Government of the Republic of Kazakhstan approved the document entitled *"The Concept of Expanding the Sphere of Functioning of the State Language, Increasing its Competitiveness"* (CESFSLIC, 2007, hereafter) [8]. The main directions and mechanisms for implementing the CESFSLIC (2007) involved replenishing state bodies' internet resources with high-quality state language information and developing informatization programs. The document also aimed at expansion of the use of Kazakh on the Internet. In this regard, constant work was proposed to organize Kazakh language courses and improve their structure (from beginner to advanced levels). The outcomes of such language courses were not limited to teaching the language for communication purposes but also covered training specialists who could independently produce documents in Kazakh.

The CESFSLIC (2007) proposed the elimination of low level of literacy in the Kazakh language. The document highlighted the importance of ensuring appropriate and accurate terminology in Kazakh-language television programming. For example, it recommended revising monotonous and didactic programs broadcast in the state language and increasing the production of original content in Kazakh. Furthermore, the CESFSLIC proposed the establishment of a unified, nationwide system of free Kazakh language courses accessible to all citizens.

The implementation of language policies from 2001 to 2010 showed positive outcomes in some fields. For example, the CESFSLIC (2007) stated that considerable work has been undertaken in corpus planning. Spelling, orthoepic, dialectological, and phraseological dictionaries, a dictionary of synonyms, and a dictionary of epithets in the Kazakh language were published with a total circulation of 100,000 copies. The total number of Kazakh medium schools increased. By 2007, there were 3,750 schools with Kazakh as the medium of instruction, while in 2000, it was only 3,400. However, it is worth noting that 80% of Kazakh-medium schools were rural, and more than 50% of them were small. Rural secondary students and teachers had limited access to library resources, information technology, distance education, etc. Although some original textbooks, teaching materials, and other popular literature were available

in Kazakh, secondary and vocational schools and higher education institutions (HEIs) were reported to need more textbooks, teaching and learning resources, and methodological literature. There was also a shortage of foreign-language teachers, Kazakh-language translators, and specialists in Kazakh-language teaching.

An analysis of official document flows showed only limited improvement across regions, including those with an overwhelming majority of Kazakh speakers. The preparation of documents in the Kazakh language in the central state bodies made up merely 20-30%, and the general document flow in the Kazakh language was only 45-50%. Regarding the use of the Kazakh language in media, 458 newspapers and magazines out of 2,300 media groups were published in the Kazakh language, and only five central and local television and radio channels out of 215 broadcast in the state language.

Maintaining a Harmonious Language Policy: 2011-2025. The *State Program for Development and Functioning of Languages for 2011-2019* (SPDFL for 2011-2019, hereafter), introduced on June 29, 2011 (updated on July 2, 2018), aimed at maintaining a harmonious language policy in Kazakhstan, ensuring the functions of the state language as a critical factor in strengthening the unity of the country [9]. The program prioritized enhancing the prestige of the state language and increasing demand for Kazakh, alongside efforts to improve and systematize its vocabulary. The SPDFL for 2011-2019 also sought to standardize the advance methodologies for teaching the state language and to develop the infrastructure to support its function. The program recognized the continued role of Russian in Kazakhstan's communicative and linguistic landscape, and supported the preservation of minority languages to foster linguistic diversity.

Another strategic document guiding language-policy modernization was the *National Development Plan of the Republic of Kazakhstan until 2025*, dated February 15, 2018, No. 636 [10]. The plan envisaged providing access to educational resources and programs for all population groups through both stationary and mobile devices, in Kazakh and Russian. Furthermore, the government committed to providing favorable conditions

for the establishment of foreign university campuses within Kazakhstan. Building on the successful model of Nazarbayev University, which uses English as a medium of instruction, two additional top-tier universities are planned to be established.

As a result of language-policy implementation, Kazakh language learning centers were created, and compulsory Kazakh language courses were introduced based on local executive bodies and universities. Apart from that, the circulation of paperwork in the Kazakh language and level-based teaching of the state language were introduced in secondary schools. There was an uneven level of proficiency in the state language and low motivation for its use in the social and communicative environments. The total number of children attending Kazakh-medium kindergartens and mini centers was 340,400, while 92,000 children attended Russian-medium institutions. It is noteworthy that, as the status of Kazakh increased, non-Kazakh parents were increasingly motivated to send their children to Kazakh-medium kindergartens or mini-centers. More than 93,000 children from non-Kazakh families, including Russian and other ethnic groups, attended preschool institutions where Kazakh was the medium of instruction.

The share of outgoing documents in Kazakh in the total document flow of state bodies amounted to 93%. However, the quality of these documents and the volume of applications submitted in Kazakh remained insufficient. The results of sociological surveys, stated in the *SPILP* for 2020-2025, showed that in administrative and government bodies, only 7.9% of respondents reported using the Kazakh language, and 27.4% "in most cases use the Kazakh language." The use of the Kazakh language in banks, law enforcement, and courts remained low. According to the survey results reported in the *SPILP* for 2020-2025, only 7.3% of respondents reported using only Kazakh when communicating with banks, and 26.7% spoke Kazakh in most cases in 2018.

To assess language skills, government workers were required to pass a "Kaztest," a Kazakh language proficiency test developed by The National Testing Centre of the Ministry of Education of Kazakhstan. To improve learners' proficiency in Kazakh, language courses for teaching the Kazakh language to government workers were developed and administered for free. Although learners expressed enthusiasm

about attending these language classes, they were unhappy about the outdated teaching methods (Aksholakova & Ismailova, 2013, p. 1585) [11].

Despite the growth of Kazakh-language media (e.g., from 55% in 2014 to 73% in 2018), the proportion of consumers remained relatively low, according to the results of sociological studies on language policy reported in the *SPILP* for 2020-2025. Moreover, 78.2% of respondents expressed that they used Russian, and only 20.2% used Kazakh to obtain information from Internet resources. There was a need to produce high-quality Kazakh-language content that met consumer needs and covered a variety of topics and formats in order to attract Internet users to Kazakh-language materials. There was also a need to increase the number of media, i.e., newspapers, magazines, websites, TV channels, and periodicals in the Kazakh language. The figures remained low: 548 media outlets (16.5%) out of a total of 3,328 — including 2,790 registered newspapers and magazines, 128 television channels, 70 radio stations, 181 news agencies and websites, and 159 periodicals — published content in Kazakh. Further efforts were needed to expand the use of Kazakh, including by encouraging greater consumption of Kazakh-language newspapers [12].

The *State Program for Education Development in the Republic of Kazakhstan for 2011–2020 (SPED for 2011–2020)* was approved by the Decree of the President of the Republic of Kazakhstan dated December 7, 2010, No. 1118 [13]. Since the program was primarily aimed at increasing the competitiveness of education and developing human capital, much attention was devoted to forming an intellectually, physically, and spiritually developed citizen of the country. Regarding language matters, the program stated that the country paid particular attention to developing the state language.

According to the *SPED* for 2011–2020, by 2020, the share of multilingual pre-school organizations should have reached 50%. The program proposed increasing the number of schools providing education in three languages (Kazakh, Russian, and English) from 33 to 700. The Nazarbayev Intellectual Schools, thus, should have become the platform for testing the multilingual education model. Regarding innovation and upgrades in the HE system, the *SPED* for 2011–2020 noted the need to develop

teaching materials, translate textbooks into Kazakh, and provide the university library with the necessary literature. The *SPED* for 2011-2020 stated that the best textbooks in foreign languages in economics, technical, and natural sciences would become available to students in HEIs.

The main strategic directions of the trilingual policy were developed and spelled out in the *Roadmap for the development of trilingual education for 2015-2020* (Roadmap, hereafter) [14]. The document set tasks for the regulatory and legal framework of trilingual education. To ensure a gradual transition to trilingual education, the government developed the *State Program for the Development of Education of the Republic of Kazakhstan for 2016-2019* (SPDE for 2016-2019, hereafter) [15]. The program stated the steps to develop trilingual education in Kazakhstan and enhance competitiveness in science and education.

According to the *State Program of Education and Science of the Republic of Kazakhstan for 2020-2025* (SPES for 2020-2025, hereafter) that was approved by the Decree of the Government of the Republic of Kazakhstan dated December 27, 2019, No. 988, the transition to the Latin script will be carried out gradually [16]. As part of this process, the subject "Alphabet book" will be introduced in the first grade, utilizing the methodology developed by Akhmet Baitursynov. The *State program for the implementation of the language policy in the Republic of Kazakhstan for 2020-2025* (SPILP for 2020-2025, hereafter) developed by the Ministry of Education and Science of the Republic of Kazakhstan was approved by the Decree of the Government of the Republic of Kazakhstan on December 31, 2019, No. 1045 suggests that the share of participants in written communication using the Latin alphabet should have reached 50% by 2025 [17]. The Kazakh language Latinization policy will be implemented by 2031 (Satubaldina, 2021) [18].

Discussion

The number of Kazakh-speaking people in Kazakhstan has increased since independence. The 2021 National Census [19] shows that the share of ethnic Kazakhs who identified Kazakh as their mother tongue was 30% higher than the corresponding share recorded in the 2009 Population Census [20]. The number

of educational organizations with Kazakh instruction increased to 5,644. The share of children attending Kazakh-medium schools increased from 33.8% in 1991 to 62% in 2016 [21]. According to the 2020 education statistics of the Republic of Kazakhstan (Information Analytical Center, 2020) [22], the number of higher education students receiving instruction in Kazakh exceeded the number receiving instruction in Russian. For example, in the 1998–1999 academic year, 26.8% of students in higher education institutions received instruction in Kazakh. In 2019, 393,999 students received instruction in Kazakh, compared with 182,297 who received instruction in Russian.

Despite the increased number of Kazakh-speaking secondary school and university students, Russian continues to play a key role, and it remains the primary language of communication among school-aged children, even among those who attend Kazakh-medium schools [23; Kuzhabekova, 2019 [24]; Smagulova, 2016 [25]). Russian is commonly used outside school settings and in communication with immediate family members. However, language-policy documents projected that, by 2025, the share of school graduates educated in languages other than Kazakh who could demonstrate B2-level proficiency in the state language would reach 55%.

With regard to the development of the communicative function of the state language, it is worth noting that, by 2023, the share of Kazakh-language broadcasting in state media and the proportion of Kazakh-language content in print media had exceeded 85% [26]. Several television projects (e.g., reality shows, Kazakh language lessons, animated films, etc.) in the Kazakh language were implemented. However, the quality of Kazakh-language media products and information does not always meet the needs of audiences. For example, secondary school students in both Kazakh-medium and Russian-medium schools tend to prefer Russian-language music, television programs, and online resources to their Kazakh-language counterparts because of "the lack of age-appropriate content in Kazakh on the Internet" and "the dominance of Western and Russian popular culture" [11, 24]. The use of the Kazakh language in popular culture is developing, however. High-quality Kazakh-language entertainment programs (e.g., TV shows, music videos, podcasts, etc.) are emerging [27], and the number of Kazakh-

medium websites is increasing [28]. This trend may contribute to the continued use and wider acceptance of Kazakh among younger generations.

More than 270 terminological dictionaries have been published in the fields of education and industry. According to the A. Baitursynov Institute of Linguistics, the Kazakh terminology corpus includes around 330,000 units; among them, 33,479 are non-equivalent foreign terms in the Kazakh language, 6,317 terms were coined based on the Kazakh language, and 293,204 are complex terms coined with the help of both Kazakh and foreign languages [17]. Efforts to regulate and standardize the country's onomastic landscape have also intensified. Over the decades since independence, the names of about 20 districts, cities, and regions; approximately 1,500 settlements; about 1,400 facilities, including educational, cultural, and sports facilities; 85 railway stations; and about 25,000 other geographical and urban features, including streets, avenues, and neighbourhoods, have been changed [17]. Intensive work has been done in corpus planning. For example, electronic versions of the 15-volume *Dictionary of the Kazakh Literary Language* and *Kazakh Sozdigi* are available online through iKitap.kz. In addition, there are different websites (onomastic, spelling databases, children's activities, etc.) for learning and using the Kazakh language (e.g., "Tilalemi.kz," "Atau.kz," "Emle.kz," "Termincom.kz," "Tilmedia.kz," "Balatili.kz," "Qujat.kz," etc.).

Russian is more widely used in professional settings [28]. Government employees are expected to acquire proficiency in Kazakh, although there is no mandatory Kazakh-language proficiency requirement for employment in the public sector. Some government officials still needed to gain better knowledge of the Kazakh language. The Law on Languages obliges government officials to respond to queries in the "language of the original request" [11, 29].

Conclusion

In this paper, I examined the major legislative and policy documents adopted since Kazakhstan's independence in 1991 to strengthen the status and prestige of the Kazakh language, preserve the functions of the Russian language, and support the use and development

of minority languages within the country. The analysis demonstrates that Kazakhstan's language policy has been shaped by the need to balance nation-building, multilingualism, and global integration in a multiethnic society. The primary objectives of the language policy reforms have included elevating the status of Kazakh as the state language, creating favorable conditions for citizens to learn and use Kazakh, expanding its use in government institutions, mass media, education, science, culture, legal proceedings, and public administration, as well as standardizing Kazakh terminology and gradually transitioning official documentation and correspondence from Russian into Kazakh. At the same time, Kazakhstan's language policy has aimed to preserve linguistic diversity by supporting minority languages and promoting a multilingual model in which Kazakh functions as the state language, Russian as a language of interethnic communication, and English as a language of global integration and international competitiveness. Following the collapse of the Soviet Union, the Kazakh language was granted the status of the sole state language, while Russian continued to function as a de facto official language widely used in government institutions, education, media, and urban public life. As Hogan-Brun and Melnyk (2012) noted, language legislation in Kazakhstan contributed both to the increasing visibility of Kazakh and to the continued functional importance of Russian within society [30]. One of the most significant outcomes of language policy reforms has been the expansion of Kazakh-medium education and the increasing number of students attending schools with Kazakh as the language of instruction. The use of Kazakh has become increasingly prominent in the linguistic landscape, state institutions, media, popular culture, and religious spheres. Nevertheless, Russian continues to occupy a dominant position in many urban, professional, and communicative domains. The ongoing transition to a Latin-based Kazakh alphabet represents another important step aimed at modernizing the language, strengthening national identity, and increasing interest in learning Kazakh.

The findings of this study contribute to a broader understanding of the transformation of language policy in Kazakhstan during the post-independence period. The chronological and thematic analysis of policy documents from 1991 to 2025 makes it possible to identify three major stages in the development of Ka-

zakhstan's language policy. This periodization suggests that Kazakhstan's language policy has gradually shifted from a primarily status-oriented approach focused on strengthening the position of Kazakh toward a more functionally differentiated model of multilingualism. In this model, the three languages have developed distinct, although overlapping, spheres of use. Kazakh has increasingly become associated with statehood, national identity, and official communication; Russian has retained a substantial role in everyday, urban, professional, and interpersonal communication; and English has gained institutional importance in higher education, science, technology, and international communication. Thus, the development of multilingualism in Kazakhstan should not be understood simply as the simultaneous promotion of three languages, but rather as the institutional differentiation of their social and communicative functions.

At the same time, the findings reveal a gap between the objectives formulated in official language-policy documents and the actual distribution of language use across different social domains. Although the formal status and institutional presence of Kazakh have increased considerably, Russian continues to play an important role in a number of communicative and professional contexts. This indicates that changes in legal status and institutional policy do not necessarily result in an immediate or uniform transformation of established language practices. The development of language use is influenced not only by state regulation but also by patterns of urbanization, education, professional communication, media consumption, and individual language preferences. The findings also demonstrate that language policy in Kazakhstan has developed through the interaction of nation-building objectives with the practical requirements of maintaining social cohesion and integrating the country into global educational and economic networks. The strengthening of Kazakh has served important symbolic and nation-building functions, while the continued functional role of Russian has enabled the preservation of established communicative practices and multilingual interaction. At the same time, the growing role of English reflects the country's orientation toward internationalization, particularly in higher education, science, and professional development.

Accordingly, the main contribution of this

study is to conceptualize Kazakhstan's post-independence language-policy development not simply as a linear process of Kazakhification but as a transition from the restoration of language-status toward a functionally differentiated multilingual framework. The analysis demonstrates how the state has sought to reconcile the promotion of Kazakh as a marker of statehood and national identity with the continued social and professional relevance of Russian and the expanding role of English. This perspective provides a more nuanced understanding of language-policy development in Kazakhstan and contributes to the broader study of post-Soviet language planning, where national identity, multilingualism, and globalization remain closely interconnected.

References

- 1 Smagulova, J. (2008). Language policies of Kazakhization and their influence on language attitudes and use. *International Journal of Bilingual Education and Bilingualism*, 11(3–4), 440–475.
- 2 О Концепции языковой политики Республики Казахстан: Распоряжение Президента Республики Казахстан от 4 ноября 1996 г. № 3186. (1996). *Информационно-правовая система «Әділет»*. https://adilet.zan.kz/rus/docs/N960003186_
- 3 О языках в Республике Казахстан: Закон Республики Казахстан от 11 июля 1997 года № 151-І (с изменениями и дополнениями). (1997). *Информационно-правовая система «Әділет»*. https://adilet.zan.kz/rus/docs/Z970000151_
- 4 Schatz, E. (2000). The politics of multiple identities: Lineage and ethnicity in Kazakhstan. *Europe-Asia Studies*, 52(3), 489–506.
- 5 Tussupova, D. (2010). Mass media and ethnic relations in Kazakhstan. *Problems of Post-Communism*, 57(6), 32–45.
- 6 О Государственной программе функционирования и развития языков: Указ Президента Республики Казахстан от 5 октября 1998 г. № 4106. (1998). *Информационно-правовая система «Әділет»*. https://adilet.zan.kz/rus/docs/U980004106_
- 7 О Государственной программе функционирования и развития языков на 2001–2010 годы: Указ Президента Республики Казахстан от 7 февраля 2001 г. № 550 (утратил силу). (2001). *Информационно-правовая система «Әділет»*. https://adilet.zan.kz/rus/docs/U010000550_
- 8 О Концепции расширения сферы функционирования государственного языка, повышения его конкурентоспособности на 2007–2010 годы: Постановление Правительства Республики Казахстан от 21 ноября 2007 г. № 1122 (утратило силу). (2007). *Информационно-правовая система «Әділет»*. https://adilet.zan.kz/rus/docs/P070001122_
- 9 О Государственной программе развития и функционирования языков в Республике Казахстан на 2011–2019 годы: Указ Президента Республики Казахстан от 29 июня 2011 г. № 110. (2011). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/U1100000110>

10 Об утверждении Национального плана развития Республики Казахстан до 2025 года и признании утратившими силу некоторых указов Президента Республики Казахстан: Указ Президента Республики Казахстан от 15 февраля 2018 г. № 636 (утратил силу). (2018). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/U1800000636>

11 Aksholakova, A., & Ismailova, N. (2013). The language policy of Kazakhstan and the state language in government service. *Procedia—Social and Behavioral Sciences*, 93, 1580–1586.

12 Wheeler, L. (2017). *A linguistic ethnographic perspective on Kazakhstan's trinity of languages: Language ideologies and identities in a multilingual university community* [Doctoral dissertation, University of Birmingham].

13 Об утверждении Государственной программы развития образования Республики Казахстан на 2011–2020 годы: Указ Президента Республики Казахстан от 7 декабря 2010 г. № 1118 (утратил силу). (2010). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/U1000001118>

14 Дорожная карта развития трехязычного образования на 2015–2020 годы: Приложение к совместному приказу исполняющего обязанности Министра образования и науки Республики Казахстан от 5 ноября 2015 г. № 622, Министра культуры и спорта Республики Казахстан от 9 ноября 2015 г. № 344 и Министра по инвестициям и развитию Республики Казахстан от 13 ноября 2015 г. № 1066. (2015).

15 Об утверждении Государственной программы развития образования и науки Республики Казахстан на 2016–2019 годы: Указ Президента Республики Казахстан от 1 марта 2016 г. № 205 (утратил силу). (2016). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/U1600000205>

16 Об утверждении Государственной программы развития образования и науки Республики Казахстан на 2020–2025 годы: Постановление Правительства Республики Казахстан от 27 декабря 2019 г. № 988 (утратило силу). (2019). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/P1900000988>

17 Об утверждении Государственной программы по реализации языковой политики в Республике Казахстан на 2020–2025 годы: Постановление Правительства Республики Казахстан от 31 декабря 2019 г. № 1045 (утратило силу). (2019). *Информационно-правовая система «Әділет»*. <https://adilet.zan.kz/rus/docs/P1900001045>

18 Satubaldina, A. (2021). Kazakhstan presents new Latin alphabet, plans gradual transition through 2031. *The Astana Times*.

19 Бюро национальной статистики Республики Казахстан. (б. г.). *Население Республики Казахстан* (Том 1: Статистический сборник). <https://stat.gov.kz/upload/iblock/a9d/7a7hh9992nv9hk0ixpt1y7oj0hfmw4a8/НАСЕЛЕНИЕ%201.pdf>

20 Агентство Республики Казахстан по статистике. (2010). *Население Республики Казахстан: Итоги Национальной переписи населения 2009 года* (Том 1). <https://stat.gov.kz/ru/national/2009/>

21 Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan. (2019). *National report on the state and development of the education system of the Republic of Kazakhstan (as of 2019): Statistical report*. <https://taldau.edu.kz/en/>

[publikaciya/national-report-state-and-development-education-system-republic-kazakhstan-2019](https://taldau.edu.kz/en/publikaciya/national-report-state-and-development-education-system-republic-kazakhstan-2019)

22 Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan. (2020). *National report on the state and development of the education system of the Republic of Kazakhstan (as of 2020): Statistical report*. <https://taldau.edu.kz/en/publikaciya/national-report-state-and-development-education-system-republic-kazakhstan-2020>

23 Fierman, W. (2006). Language and education in post-Soviet Kazakhstan: Kazakh-medium instruction in urban schools. *The Russian Review*, 65(1), 98–116.

24 Kuzhabekova, A. (2019). Language use among secondary school students in Kazakhstan. *Applied Linguistics Research Journal*, 3(2), 1–14. <https://doi.org/10.14744/alrj.2019.29964>

25 Smagulova, J. (2019). Ideologies of language revival: Kazakh as school talk. *International Journal of Bilingualism*, 23(3), 740–756.

26 Макаров, А. (2023, 28 апреля). В Казахстане доля казахского языка в государственных СМИ выросла до 83%. *Bizmedia.kz*. <https://bizmedia.kz/2023-04-28-v-kazahstane-dolya-kazahskogo-yazyka-v-gosmedia-vyroslo-do-83-procentov/>

27 Akanova, G. (2017). *Language ideologies of Kazakhstani youth: The value of Kazakh in the context of a changing linguistic marketplace* [Магистерская диссертация, Nazarbayev University].

28 Fierman, W. (2012). Reversing language shift in Kazakhstan. In *Language policy and language conflict in Afghanistan and its neighbors* (pp. 119–175). Brill.

29 Terlikbayeva, N., & Menlibekova, G. (2021). The dynamics of language shift in Kazakhstan. *Journal of English Language Teaching and Applied Linguistics*, 3(2), 12–22.

30 Hogan-Brun, G., & Melnyk, S. (2012). Language policy management in the former Soviet sphere. In *The Cambridge handbook of language policy* (pp. 592–616).

Transliteration

1 Smagulova, J. (2008). Language policies of Kazakhstan and their influence on language attitudes and use. *International Journal of Bilingual Education and Bilingualism*, 11(3–4), 440–475.

2 О Kontseptsii yazykovoi politiki Respubliki Kazakhstan: Rasporyazhenie Prezidenta Respubliki Kazakhstan ot 4 noyabrya 1996 g. No. 3186 [On the Concept of Language Policy of the Republic of Kazakhstan: Order of the President of the Republic of Kazakhstan No. 3186 of November 4, 1996]. (1996). *Informatsionno-pravovaya sistema "Adilet"*. <https://adilet.zan.kz/rus/docs/N960003186> (In Russian).

3 О yazykakh v Respublike Kazakhstan: Zakon Respubliki Kazakhstan ot 11 iyulya 1997 goda No. 151-I (s izmeneniyami i dopolnениями) [On Languages in the Republic of Kazakhstan: Law of the Republic of Kazakhstan No. 151-I of July 11, 1997, as amended]. (1997). *Informatsionno-pravovaya sistema "Adilet"*. <https://adilet.zan.kz/rus/docs/Z970000151> (In Russian).

4 Schatz, E. (2000). The politics of multiple identities: Lineage and ethnicity in Kazakhstan. *Europe-Asia Studies*, 52(3), 489–506.

5 Tussupova, D. (2010). Mass media and ethnic relations in Kazakhstan. *Problems of Post-Communism*, 57(6), 32–45.

6 О Gosudarstvennoi programme funktsionirovaniya i razvitiya yazykov: Ukaz Prezidenta Respubliki

Kazakhstan ot 5 oktyabrya 1998 g. No. 4106 [On the State Program for the Functioning and Development of Languages: Decree of the President of the Republic of Kazakhstan No. 4106 of October 5, 1998]. (1998). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U980004106> (In Russian).

7 O Gosudarstvennoi programme funktsionirovaniya i razvitiya yazykov na 2001–2010 gody: Ukaz Prezidenta Respubliki Kazakhstan ot 7 fevralya 2001 g. No. 550 (utratil silu) [On the State Program for the Functioning and Development of Languages for 2001–2010: Decree of the President of the Republic of Kazakhstan No. 550 of February 7, 2001 (repealed)]. (2001). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U010000550> (In Russian).

8 O Kontseptsii rasshireniya sfery funktsionirovaniya gosudarstvennogo yazyka, povysheniya ego konkurentosposobnosti na 2007–2010 gody: Postanovlenie Pravitelstva Respubliki Kazakhstan ot 21 noyabrya 2007 g. No. 1122 (utratilo silu) [On the Concept for Expanding the Scope of Use of the State Language and Enhancing Its Competitiveness for 2007–2010: Resolution of the Government of the Republic of Kazakhstan No. 1122 of November 21, 2007 (repealed)]. (2007). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/P070001122> (In Russian).

9 O Gosudarstvennoi programme razvitiya i funktsionirovaniya yazykov v Respublike Kazakhstan na 2011–2019 gody: Ukaz Prezidenta Respubliki Kazakhstan ot 29 iyunya 2011 g. No. 110 [On the State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011–2019: Decree of the President of the Republic of Kazakhstan No. 110 of June 29, 2011]. (2011). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U1100000110> (In Russian).

10 Ob utverzhdenii Natsionalnogo plana razvitiya Respubliki Kazakhstan do 2025 goda i priznanii utrativshimi silu nekotorykh ukazov Prezidenta Respubliki Kazakhstan: Ukaz Prezidenta Respubliki Kazakhstan ot 15 fevralya 2018 g. No. 636 (utratil silu) [On Approval of the National Development Plan of the Republic of Kazakhstan until 2025 and Repeal of Certain Presidential Decrees: Decree of the President of the Republic of Kazakhstan No. 636 of February 15, 2018 (repealed)]. (2018). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U1800000636> (In Russian).

11 Aksholakova, A., & Ismailova, N. (2013). The language policy of Kazakhstan and the state language in government service. *Procedia—Social and Behavioral Sciences*, 93, 1580–1586.

12 Wheeler, L. (2017). A linguistic ethnographic perspective on Kazakhstan's trinity of languages: Language ideologies and identities in a multilingual university community [Doctoral dissertation, University of Birmingham].

13 Ob utverzhdenii Gosudarstvennoi programmy razvitiya obrazovaniya Respubliki Kazakhstan na 2011–2020 gody: Ukaz Prezidenta Respubliki Kazakhstan ot 7 dekabrya 2010 g. No. 1118 (utratil silu) [On Approval of the State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020: Decree of the President of the Republic of Kazakhstan No. 1118 of December 7, 2010 (repealed)]. (2010). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U1000001118> (In Russian).

14 Dorozhnaya karta razvitiya trekh yazykovogo obrazovaniya na 2015–2020 gody: Prilozhenie k sovmestnomu prikazu ispolnyayushchego obyazannosti Ministra obrazovaniya i nauki Respubliki Kazakhstan ot 5 noyabrya 2015 g. No. 622, Ministra kultury i sporta Respubliki Kazakhstan ot 9 noyabrya 2015 g. No. 344 i Ministra po investitsiyam i razvitiyu Respubliki Kazakhstan ot 13 noyabrya 2015 g. No. 1066 [Roadmap for the Development of Trilingual Education for 2015–2020: Appendix to the Joint Order of the Acting Minister of Education and Science of the Republic of Kazakhstan No. 622 of November 5, 2015; the Minister of Culture and Sports No. 344 of November 9, 2015; and the Minister for Investment and Development No. 1066 of November 13, 2015]. (2015). (In Russian).

15 Ob utverzhdenii Gosudarstvennoi programmy razvitiya obrazovaniya i nauki Respubliki Kazakhstan na 2016–2019 gody: Ukaz Prezidenta Respubliki Kazakhstan ot 1 marta 2016 g. No. 205 (utratil silu) [On Approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016–2019: Decree of the President of the Republic of Kazakhstan No. 205 of March 1, 2016 (repealed)]. (2016). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/U1600000205> (In Russian).

16 Ob utverzhdenii Gosudarstvennoi programmy razvitiya obrazovaniya i nauki Respubliki Kazakhstan na 2020–2025 gody: Postanovlenie Pravitelstva Respubliki Kazakhstan ot 27 dekabrya 2019 g. No. 988 (utratilo silu) [On Approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025: Resolution of the Government of the Republic of Kazakhstan No. 988 of December 27, 2019 (repealed)]. (2019). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/P1900000988> (In Russian).

17 Ob utverzhdenii Gosudarstvennoi programmy po realizatsii yazykovoi politiki v Respublike Kazakhstan na 2020–2025 gody: Postanovlenie Pravitelstva Respubliki Kazakhstan ot 31 dekabrya 2019 g. No. 1045 (utratilo silu) [On Approval of the State Program for the Implementation of Language Policy in the Republic of Kazakhstan for 2020–2025: Resolution of the Government of the Republic of Kazakhstan No. 1045 of December 31, 2019 (repealed)]. (2019). Informatsionno-pravovaya sistema "Adilet". <https://adilet.zan.kz/rus/docs/P19000001045> (In Russian).

18 Satubaldina, A. (2021). Kazakhstan presents new Latin alphabet, plans gradual transition through 2031. *The Astana Times*.

19 Byuro natsionalnoi statistiki Respubliki Kazakhstan. (n.d.). Naselenie Respubliki Kazakhstan [Population of the Republic of Kazakhstan] (Tom 1: Statisticheskii sbornik [Vol. 1: Statistical collection]). <https://stat.gov.kz/upload/iblock/a9d/7a7hh9992nv9hk0ixpt1y7o-j0hfmw4a8/НАСЕЛЕНИЕ%201.pdf> (In Russian).

20 Agentstvo Respubliki Kazakhstan po statistike. (2010). Naselenie Respubliki Kazakhstan: Itogi Natsionalnoi perepisi naseleniya 2009 goda [Population of the Republic of Kazakhstan: Results of the 2009 National Population Census] (Tom 1 [Vol. 1]). <https://stat.gov.kz/ru/national/2009/> (In Russian).

21 Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan. (2019). National report on the state and development of the education system of the Republic of Kazakhstan (as of 2019): Statistical report. <https://taldau.edu>.

kz/en/publikaciya/national-report-state-and-development-education-system-republic-kazakhstan-2019

22 Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan. (2020). National report on the state and development of the education system of the Republic of Kazakhstan (as of 2020): Statistical report. <https://taldau.edu.kz/en/publikaciya/national-report-state-and-development-education-system-republic-kazakhstan-2020>

23 Fierman, W. (2006). Language and education in post-Soviet Kazakhstan: Kazakh-medium instruction in urban schools. *The Russian Review*, 65(1), 98–116.

24 Kuzhabekova, A. (2019). Language use among secondary school students in Kazakhstan. *Applied Linguistics Research Journal*, 3(2), 1–14. <https://doi.org/10.14744/alrj.2019.29964>

25 Smagulova, J. (2019). Ideologies of language revival: Kazakh as school talk. *International Journal of Bilingualism*, 23(3), 740–756.

26 Makarov, A. (2023, April 28). V Kazakhstane dolya

kazakhskogo yazyka v gosudarstvennykh SMI vyroslo do 83% [The share of the Kazakh language in state media in Kazakhstan has risen to 83%]. *Bizmedia.kz*. <https://bizmedia.kz/2023-04-28-v-kazahstane-dolya-kazahskogo-yazyka-v-gosmedia-vyroslo-do-83-proczentov/> (In Russian).

27 Akanova, G. (2017). Language ideologies of Kazakhstani youth: The value of Kazakh in the context of a changing linguistic marketplace [Master's thesis, Nazarbayev University].

28 Fierman, W. (2012). Reversing language shift in Kazakhstan. In *Language policy and language conflict in Afghanistan and its neighbors* (pp. 119–175). Brill.

29 Terlikbayeva, N., & Menlibekova, G. (2021). The dynamics of language shift in Kazakhstan. *Journal of English Language Teaching and Applied Linguistics*, 3(2), 12–22.

30 Hogan-Brun, G., & Melnyk, S. (2012). Language policy management in the former Soviet sphere. In *The Cambridge handbook of language policy* (pp. 592–616).

INFORMATION ABOUT AUTHOR

Dina Kucherbayeva

Assistant professor, PhD, Maqsut Narikbayev University, Astana, Kazakhstan, email: d_kucherbayeva@mnu.kz, ORCID ID: 0000-0002-0195-9665

Дина Қалибекқызы Көшербаева

ассистент-профессор, PhD, Maqsut Narikbayev University, Астана, Қазақстан, email: d_kucherbayeva@mnu.kz, ORCID ID: 0000-0002-0195-9665

Дина Калибековна Кучербаева

ассистент-профессор, PhD, Maqsut Narikbayev University, Астана, Казахстан, email: d_kucherbayeva@mnu.kz, ORCID ID: 0000-0002-0195-9665

