

ТІЛ БІЛІМІНІҢ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ЯЗЫКОЗНАНИЯ
PROBLEMS OF LINGUISTICS

IRSTI 16.21.27

DOI: [10.59102/kufil/2025/iss2pp9-22](https://doi.org/10.59102/kufil/2025/iss2pp9-22)

A. Abilkassymova¹, A. Akzhigitova¹

¹L.N. Gumilyov Eurasian National University, Astana, 010000, Kazakhstan

MULTILINGUAL DISCOURSE IN DIGITAL SPACE: A STUDY OF THE KAZAKH-ENGLISH TRANSLANGUAGING ON YOUTUBE PODCASTS

In contemporary contexts, the integrated advancement of language and technology is significantly shaping the emergence of new modes of both long-range and short-range communication. Within this framework, social media platforms, notably YouTube, underscore the importance of examining discursive transformations. This article specifically addresses multilingual discourse within the digital space, with a particular focus on analyzing translanguaging practices as evidenced in podcasts on the YouTube platform.

Multilingualism in Kazakhstan is a feature of the culture and society in our country. As a result of the interaction of different languages and cultures, the process of mixing several languages is actively carried out, and manifestations of translanguaging are observed in the digital space. The term translanguaging describes the use of several languages in a single language repertoire and is considered a new direction of research in modern domestic linguistics.

The purpose of this study is to analyze the Kazakh-English translanguaging based in podcasts on America korgender and Dope soz channels on YouTube platform. Based on the theoretical methodology of foreign scientists related to the topic, the research work is aimed at identifying the components of translanguaging, the reasons for its use and the speech functions. Six podcasts on the YouTube platform from the mentioned channels were analyzed in depth during the study, which used a descriptive qualitative method. These podcasts, published over the past two years, serve as prominent examples of translanguaging. During the data collection and analysis phase, the podcasts were fully transcribed, and the manifestations and functions of translanguaging were examined. For each objective, the data is presented in tabular form, and a comprehensive analysis is conducted. This study provides an opportunity to understand the multilingual discourse in the digital space and explore the social and cultural application of translanguaging in depth.

Key words: the Kazakh-English translanguaging, digital space, multilingual discourse, YouTube podcast, speech functions.

MAIN PROVISIONS

Since individuals live within a social environment, they require effective means and methods of communication to maintain contact with society. Language serves as a primary medium of communication among people. The form and usage of language vary across countries based on the needs of its speakers and the social context. Each government designates an official state language. For instance, in Kazakhstan, Kazakh is the state language, Russian functions as the language of interethnic communication, and English serves as a tool for integration into the global economy and international community.

Historical changes in our country have introduced political, economic, and social influences into the linguistic domain, thereby establishing the foundation for a multilingual society. These changes have led to the integration of multiple languages within a single channel, with translanguaging becoming evident in the multilingual discourse of the digital space, as demonstrated by contemporary social networks. Among social media platforms, YouTube stands out as the most popular and widely used. Since the study of translanguaging in digital spaces like YouTube, especially concerning multilingual discourse as a linguistic concept, has emerged relatively recently in domestic linguistics, a theoretical and methodological review of the foundational scientific work of foreign scholars has been conducted (Canagarajah, S.; Rasman, R.; Baker, C.; Tse, L.; Hoffman, C.; Appel, R.; Muysken, P.; Creswell, J. W.). Utilizing this theoretical framework, the podcasts in Kazakh from the YouTube channels *America Korgender* and *Dope soz* have been analyzed through the lens of linguistic translanguaging. The primary purpose of this study is to examine and analyze multilingual discourse within this digital space based on translanguaging.

INTRODUCTION

In connection with multilingualism in Kazakhstan, one of the features of modern society is that many Kazakhstanis are fluent in several languages. Such multilingualism improves integration and communication in society, strengthens intercultural understanding and mutual respect. Multilingualism in Kazakhstan is an expression of the country's multinational and multicultural society and allows the individual abilities and needs of each person to be met.

The reason for the diversity of the language is not only multinationality, but also the emergence of the term super-diversity, developed by Vertovek in 2007 [1]. The concept of super-diversity offers a progressive alternative to the problematic aspects of multiculturalism that require tolerance for all cultural opinions and customs. Super-diversity requires equality not only in terms of ethnicity, but also in terms of age, work experience, language, education, immigrants, politics, and others, as well as in terms of translanguaging.

The term translanguaging is a concept of communication in which more than one language is used. Canagarajah notes, translanguaging makes multilingual communication more diverse, dynamic and independent than monolingual [2]. Rasman stated that the concept of translanguaging reflects some changes in conceptualisation and multilingualism that highlight the importance of using the full linguistic repertoire [3].

In contemporary society, both language and technology serve as crucial means of communication over various distances, exhibiting a harmonious interaction. Translanguaging is emerging as a significant trend within communicative practices. A notable technological advancement influencing this trend is social media. Social media encompass a variety of online platforms, including blogs, social networks, forums, and video-sharing platforms such as YouTube. YouTube, as a digital platform, allows users not only to view and share videos but also to upload their own content [4]. Given its vast array of topics, YouTube provides a diverse range of video formats, including interviews, podcasts, and talks, which represent modern discursive practices. Discourse is the use of spoken or written language in a social context and includes the study of communication beyond the level of individual sentences [5].

Due to the widespread use of translanguaging in social communication practices, the study of multilingual discourse in digital space such as YouTube is particularly relevant. The object of this work is YouTube podcasts from the *America korgender* and *Dope soz* channels. The aim of this research is to analyze the Kazakh-English translanguaging within these YouTube podcasts, considering the context of multilingual discourse in digital environments. To achieve these goals, the following objectives have been established:

- study of the components of translanguaging;
- identification of the reason for the use of translanguaging;

- analysis of the speech function of speakers.

According to Tse, the practice of translanguaging encompasses several key components such as code-switching, translating and interpreting, and language brokering [6]. Hoffman identified seven reasons for employing translanguaging, which include topics such as talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor and expressing group identity [7]. Additionally, Appel and Muysken proposed a framework that delineates six primary functions of translanguaging: referential, directive, expressive, phatic, metalinguistic, and poetic [8].

The investigation of the Kazakh-English translanguaging within YouTube podcasts and its manifestation in multilingual discourse in digital space is guided by these objectives.

MATERIALS AND METHODS

This study employed a descriptive qualitative method. According to Creswell, qualitative research involves understanding a social or human problem within its natural context to develop a comprehensive and holistic picture, reporting informants' perspectives, and constructing a complex representation [9]. The descriptive method focuses on explaining phenomena through words, sentences, or gestures rather than numerical data. In this study, the case study approach within the descriptive qualitative framework was utilized. Creswell defines a case study as an in-depth examination of a specific instance, such as an action, event, process, or individual. The study's focus group consisted of six podcasts from the YouTube channels *America korgender* and *Dope soz*, chosen for their extensive use of the Kazakh-English translanguaging. These podcasts were selected based on the diversity of translanguaging examples and the linguistic characteristics of the content over the past two years. The average duration of the selected podcasts is 1 hour and 6 minutes. The data were collected and analysed by watching podcasts on *America korgender* and *Dope soz* YouTube channels with famous young influencers in different spheres. The first speaker is a journalist, who holds a master's degree from Boston University's School of Communication [10]. The second speaker is a journalist and media trainer, also involved in civil activism, who completed an MBA in Media Management at Cardiff University [11]. The third speaker is engaged in research and political science [12]. The fourth speaker is a journalist and a historian with advanced training in communication, having earned a master's degree from a distinguished communication program at Boston University [13]. The fifth focuses on urban anthropology, the study of Islam, intellectual history, and postcolonial studies [14]. The sixth speaker works in the fields of acting and film production [15]. These podcasts were fully transcribed, and instances of translanguaging were identified. The data were analyzed according to the components of translanguaging, the reasons for its use, and the associated speech functions in alignment with the research objectives. The findings were presented in a tabular format for clarity. To enhance the clarity and presentation of linguistic elements in the podcasts, a method of visual differentiation was applied. In the excerpts, Kazakh is highlighted in bold, Russian in italics, and English translations are indicated with bold underlining or italicized underlining, respectively. This formatting approach aims to facilitate a thorough understanding of the multilingual expressions and nuances during the analysis phase.

RESULTS

According to the objectives of the research, the components of translanguaging, the reasons for its use, and the data related to its speech functions were summarized and investigated. The study's data were analyzed using Tse's theory, Hoffman's theory, and Appel and Muysken's theory. Tse outlines three fundamental components of translanguaging: code-switching, translating and interpreting, and language brokering.

Among the 242 sentences derived from the content of six podcasts analyzed on the YouTube channels *America korgender* and *Dope soz*, instances of translanguaging were observed in examples of words or phrases.

The podcasts examined exhibited all three components of translanguaging: code-switching, translating and interpreting, and language brokering. The frequencies of these components are summarized in Table 1.

Table 1 – Frequency of components

Podcast №	Components			Total
	Code-switching	Translating and interpreting	Language brokering	
1.	62	6	16	84
2.	15	2	6	23
3.	35	7	4	46
4.	33	3	7	43
5.	16	2	3	21
6.	18	4	3	25
Total:	179	24	39	242

From Table 1, it is evident that code-switching occurs frequently across all the selected podcasts, being used 179 times. The second most prevalent component is language brokering, which has been used 39 times. In contrast, the component of translating and interpreting is the least utilized, with only 24 occurrences.

Based on the analyzed materials, we study examples of the components that constitute translanguaging. Code-switching is the most frequently used component in terms of its occurrence.

1. Examples of code-switching:

a) **Америкада** first impression **деп қатты айтады ғой. «In America, it is said loudly that first impression».**

b) International **орта, тіл үйрене бастадық. «An international environment, so, we started learning the language».**

c) **Мен үшін ол too much сияқты болып көрінді. «It seemed like too much to me».**

In the given examples, the speaker freely switches between Kazakh and English in general speech. The speaker does not explain or translate the meanings of the translanguaging examples used in English. It is evident that these words are automatically understandable by the interlocutor present. This illustrates a clear example of translanguaging, demonstrating the speaker's effortless use of their language repertoire.

2. The second most common component of translanguaging is language brokering. In language brokering, the speaker continues the conversation, often indirectly, by explaining the meaning of terms used in translanguaging within the context. Examples of language brokering:

a) **Доктордың appointment-тің кездесуін 1 ай күтті. Appointment деген жазылу, запись. Сол арқылы сен жанағы urgent appointment-пен кіре аласың. «The doctor's appointment was expected for 1 month. The appointment is a registration, appointment (translation). So you can get in with the urgent appointment»**

b) **Артынша fact check жасайды. Дискритация жасау, дискритация болған адамның бүкіл оқиғасын, өмірін, сөздерін fact check жасайды. Сондықтан шындықты айту маңызды. «Afterward, they do a fact check. They do a fact check of the whole story, life, and words of the person who was the disclaimer. Therefore, it is important to tell the truth».**

c) **Бірінші қазақ тілді мектептер ашылды ғой, ең әуелі. Elementary school дейді ғой, одан кейін барып middle school, орта мектептер ашыла бастады. «Kazakh schools were opened, firstly. As they say, elementary school, then middle school, middle schools (translation) began to open».**

d) **Қазақтардан аздап Болливудқа кетейік.** Because this is my expertise. «**Қазақтардан аздап Болливудқа кетейік.** Because this is my expertise».

In the given examples, the speaker further explained each instance of translanguaging to the interlocutor through context and, in some cases, by providing verbal translations.

3. The least component in terms of the use of the translanguaging component is translating and interpreting. Examples of translating and interpreting: The least frequently used component of translanguaging is translating and interpreting. Examples of translating and interpreting include:

a) **Былайша айтқанда black and white, яғни ақ пен қара тұрғысынан әрине бізді тарихтары басқа елдермен салыстырған аздап келіңкіремейтін секілді.** «**In terms of black and white, i.e. black and white, it certainly seems a little strange that we are being compared to other countries that have another history**».

b) **Бізде мысалы прогрессивті жақсы мағынада отцовство. Сондай fatherhood-ты былайша айтқанда алға тартатын, насихаттайтын адамдар аз болғандықтан поле не паханное.** «**We have for example progressive in a good sense of fatherhood. There are few people who promote such fatherhood, that is why it is an open field**».

c) **Волнаның қазақшасын ұмытып қалдым. Wave, толқын.** «**I forgot the wave's Kazakh. Wave, wave** (translation)».

The speaker also uses translation to clarify the meanings of translanguaging terms in English for the interlocutor, particularly when these terms have equivalents in Kazakh or Russian. A noteworthy instance involves one of the speakers on the podcast. To ensure her speech was understood by everyone in the audience, she planned to explain it specifically in Russian during the podcast. However, she unexpectedly switched to Kazakh, prompting the presenter to remind her of her preference for language. The speaker then clarified that she did not control her spoken language. In other words, it appears that multilingual users do not follow a specific plan for employing translanguaging. Moreover, it is evident that English-to-Russian translanguaging occurs even against the speaker's intention, even when translations into Kazakh or Russian are provided. So, the podcasts studied from the YouTube channels utilized the three components of translanguaging. Each component was employed in conversation and reflected in digital discourse; however, the analysis revealed that code-switching was the predominant component.

For the second research task, the reasons for the use of translanguaging were identified. Based on Hoffman's theory, four out of seven reasons were identified from the studied podcasts. Among the 242 sentences, words, and phrases analyzed, translanguaging was used for the following themes: discussing a specific topic, emphasizing certain points, repeating for clarification, and clarifying speech content for the interlocutor. The frequency of these reasons is detailed in Table 2.

Table 2 – Frequency of reasons for using translanguaging

Podcast №	Reasons				Total
	talking about a particular topic	being emphatic about something	repetition used for clarification	intention of clarifying the speech content for the interlocutor	
1.	49	12	9	14	84
2.	6	6	5	6	23
3.	16	8	14	8	46
4.	13	7	12	11	43
5.	6	3	7	5	21
6.	9	5	5	6	25
Total:	99	41	52	50	242

Table 2 indicates that the reason for translanguaging, specifically discussing a particular topic, is prevalent across all podcasts, with this reason being used 99 times. Repetition used for

clarification and the intention of clarifying speech content for the interlocutor were employed 52 and 50 times, respectively. Additionally, among the provided reasons, translanguaging used to emphasize certain points, occurred 41 times.

Based on the identified reasons, it is important to examine specific instances of translanguaging.

1. For instance, an analysis of translanguaging within the context of a particular topic can be conducted:

a) Santa Monica beach-тің айналасына көштік... Өйткені онда 3 bedroom болды. АҚШтың ЖК-лары ол жерде бассейн бар, gym бар, barbecue зонасы бар деген сияқты. «We moved around Santa Monica beach... Because it had 3 bedrooms. Residential complexes in the USA... there is a swimming pool, there is a gym, there is a barbecue zone».

In this context, the speaker considers the topic of housing and implements translanguaging between Kazakh and English.

b) Из за того что background-да жоқ ол, шатасады. Бір role model-дар болуы мүмкін. Бірақ storytelling-тер жоқ. Қалыптасқан storytelling, оларға байланған лица жоқ. «He is confused, because he does not have it in the background. There may be role models. But there is no storytelling. There is no established storytelling, no person connected to them».

The topic has been explored within a historical framework, with translanguaging implemented in Kazakh, English, and Russian languages.

2. Employing translanguaging to emphasize a particular point:

a) Но Thanksgiving-та олар соны істейді. «But that's what they do at Thanksgiving».

b) Жанымда MIT оқитын, сосын Bentley-да оқитын жігіт бар. Олар fullbright-пен келген. «There is a guy next to me who studies at MIT and then at Bentley. They came with full bright».

c) Fading TSE деген парақша бар. «There is a page called Fading TSE».

d) Менің қызым Statue of Liberty бар ғой, соның тарихын біліп айтып жатқан кезде, я судорожно Бәйтеректі айтып бастадым. «When my daughter started talking about Statue of Liberty, I convulsively began to tell about Baiterek».

e) Ruth Benedict деген антрополог болды и ол не жазды жанағы ... The Chrysanthemum and the Sword у него книга. «Ruth Benedict was an anthropologist, and he wrote about... The Chrysanthemum and the Sword is his book».

The examples demonstrate that the speaker emphasizes specific ideas to the interlocutor during the conversation. To illustrate, translanguaging was employed to specify the day of *Thanksgiving*, the institutions where his friends are studying (*MIT, Bentley*), and the program (*Full bright*) he was admitted to.

3. The use of translanguaging through repetition for clarification:

a) Бізде контекст бар, бір күннің agenda-лары бар, не деуші еді...күн тәртібі бар. «We have a context, we have agendas of the day, how to say... There is an agenda».

b) Көп нәрсеге easy қарайтыны, оңай қарайтыны ұнайды. «I like that they look at many things easy, easy (translation)».

c) Нью Йорктың метросында мынадай сөз тұратын: If you see something say something – бір нәрсе көрсең-бірнәр айт деген. «In the subway of New York, there was a word: if you see something say something – if you see something say something (translation)».

d) Insurance ашу керек қой, сақтандыру. «It is necessary to open insurance, insurance (translation)».

In the given examples, the speaker employs repetition or translation into Kazakh to facilitate understanding for the interlocutor while using translanguaging. These instances illustrate the role of translanguaging in defining and explicating concepts.

In the provided examples, the speaker uses translanguaging to elucidate certain words or phrases by repeating or translating them into Kazakh for the interlocutor. These instances highlight how translanguaging serves to define and clarify certain words or phrases.

4. Examples of intentions to clarify speech content for the interlocutor:

a) **Біздің ұл енді middle school-ға, орта мектепке келе жатты. «Our son was coming to middle school, to middle school (translation)».**

b) **Киноларда бір тілден екінші тілге аударғанда қасында отырасың да, актердің... lip thinking, мысалы, ағылшынша hello десе, оны сәлем деп басқа тілде де келетіндей етіп жылжытады. «In the movies, when they translate from one language to another, you sit next to them, and the actor... lip thinking, for example, when he says hello in English, it moves like he says hello in another language too».**

c) **Ол кісі енді жасы келген ғой, бәрібір shorter memory деген аздап құлдырайды. «He is already old, anyway, he has a shorter memory a bit».**

d) **Кез келген заттың негізі ғылым ғой. Тура сол сияқты filmmaking-тің негізі деректі фильм сияқты. «There is a science behind everything. In the same way, the basis of filmmaking is similar to a documentary film».**

e) **Бірінші қазақ тілді мектеп ер ашылды ғой, ең әуелі. Elementary school дейді ғой, одан кейін барып middle school, орта мектептер ашыла бастады. «Kazakh schools were opened, firstly. As they say, elementary school, then middle school, middle schools (translation) began to open».**

In the examples illustrating the fourth reason for translanguaging, it is evident that speakers, during the process of translanguaging, convey their thoughts to the listener in an understandable manner by linking certain words to subsequent ideas, context, or thoughts, rather than translating them verbatim.

Thus, the use of translanguaging in the studied digital discourse is conditioned by a certain reason and purpose. We will consider each used translanguaging separately for reasons based on its purpose, context, and the speaker's speech.

The final section of the research involves analyzing translanguaging through the five speech functions as outlined in Appel and Muysken's theory. The podcasts under study were evaluated according to the referential, directive, expressive, phatic, metalinguistic, and poetic functions. The frequency of these speech functions is detailed in Table 3.

Table 3 – Frequency of speech functions

Podcast №	Speech functions						Total
	referential	directive	Expressive	phatic	Metalinguistic	poetic	
1.	51	13	7	8	5	0	84
2.	7	6	2	5	3	0	23
3.	28	6	5	2	5	0	46
4.	24	7	3	5	4	0	43
5.	9	6	1	2	3	0	21
6.	10	4	3	4	4	0	25
Total:	129	42	21	26	24	0	242

Table 3 shows that referential function is the most frequent function in all the podcasts. Among the speech functions of translanguaging, it is used 129 times. Directive function is the second most frequent function, used 42 times. The third frequency function was the phatic function used 26 times and the fourth frequency function was the metalinguistic function used 24 times. The expressive function with the minimum frequency of 21 occurrences.

1. Examining illustrative instances of translanguaging in relation to the identified speech functions, with particular emphasis on the most prevalently utilized referential function:

a) **Адамдарда fact checking жоқ, менің байқағаным. «I noticed that people don't have fact checking».**

b) *Какой shape, какой size? «What is the shape, what is the size?».*

c) **Ice braking жасау – ол руды сұрай. «Making ice braking is asking for the ru».**

d) **Өйткені conventionally үшеуіміз этнос бойынша қазақпыз. «Because conventionally the three of us are Kazakh by ethnicity».**

e) **Мен research, и сөйлеп беру** одним словом и кодировкасын **жасап беру. «I do research, in one word, and I create encoding».**

In the referential function, the speaker does not immediately think of the word or thought he wants to say in a certain language, but since he has the one linguistic repertoire, he uses translanguaging as a convenient option. In the given examples, the speaker used translanguaging between Kazakh and English in his referential function.

2. Directive function of speech:

a) *Tuna nero baby, tuna брак по расчету* деген сияқты айтылған. **«It is said like nero baby, like of marriage of convenience».**

b) **Кез келген ақпаратты басқа адамға жіберердің алдында немесе repost жасап алдында 30 секунд уақыт ойлан, time out, потому что fake ақпарат көбінесе эмоционалды болып келеді. «Think for 30 seconds before sending or reposting any information to another person, time out, because fake information is often emotional».**

f) **Менің қызым Statue of Liberty бар ғой, соның тарихын біліп айтып жатқан кезде, я судорожно Бәйтеректі айтып бастадым. «When my daughter started talking about Statue of Liberty, I convulsively began to tell about Baiterek».**

c) They pay attention to skills. Skills **үйретеді. Сол маңызды бастауышта. «They pay attention to skills. They teach skills. That is important in elementary school».**

The given examples correspond to the description of the directive function. Here the speakers try to explain and reveal the meaning of English translanguaging, although they do not translate it directly into Kazakh.

3. Phatic function of speech:

a) Confirmation vice **па еді, қалай еді? «Is it confirmation vice, how would it be?».**

b) **Бірақ public school иә? Public school. Мемлекеттік. «But public school, yes? Public school. Public school (translation)».**

c) Fact Checking **бойынша сен training-тар жүргізесің иә? «You conduct fact checking trainings, yes?».**

d) **«Woke» қазақ да? «Is woke Kazakh, yes?».**

Ice braking **жасау ол руды сұрау. Why not? «Making ice braking is asking a ru. Why not?»**

In the provided examples concerning the phatic function, translanguaging was employed in multiple ways during language switching to maintain communication with interlocutors, verify mutual understanding, or simply continue the conversation. This usage exemplifies the characteristics inherent to the phatic function of speech.

4. The metalinguistic function of translanguaging is concerned with the use of language to explain, clarify or discuss language itself and its use. Here, translanguaging helps to clarify meanings, grammatical rules or cultural context. For example:

a) **Кезек күту мәдениеті АҚШта бұл - art. «A queuing culture in the USA is art».**

b) *Русификация кішкене в стиле* explained. **«Russification is a bit in the style of explained».**

5. Within the expressive function, speakers employ translanguaging to articulate their emotions, personal experiences, and internal sentiments (for example, happiness, anger, sadness). An example from the analyzed materials is as follows:

a) **Мен олардың мәдениетін, адамға қарым-қатынасын, small talk-ты жақсы көремін. «I love their culture, their relationship to a person, small talk».**

b) **Мендегі сезім Ok. «My feeling is Ok».**

c) **Мен үшін енді прям lifetime есте қалатын сондай бір әсерлі кез. «This is such a touching time for me that I will now remember straight lifetime».**

d) **Бала кезде айтып отыратын, и менде flashback-тер қалып кеткен. «He told when I was a child and I have flashbacks».**

e) **4-5 сағаттап pressing жасау... «Making pressing for 4-5 hours...».**

In the provided examples, it is evident that the speaker employed translanguaging to precisely articulate their emotions.

6. The last type of speech function is the poetic function. This function is used by speakers to tell jokes and use various amusing phrases and use literary phrases. However, the results of the study show that there were no examples of this function in the analysed podcasts.

To summarize, the dynamic members of contemporary society has acquired proficiency in multiple languages, resulting in the development of a comprehensive linguistic repertoire. Translanguaging, which is extensively employed in everyday communication, also significantly influences multilingual discourse within the digital domain.

DISCUSSION

Translanguaging refers to hybrid language use in which language users negotiate, generate meaning and improvise through different interaction contexts, linguistic knowledge and the content being discussed. This phenomenon is common in regions characterised by multilingualism due to cultural diversity and is also widely used in the digital sphere in today's rapidly evolving global society.

The analysis of multilingual discourse on the YouTube platform reveals several critical insights into the use of translanguaging in the digital space. The identification of three key components of Kazakh-English translanguaging in the selected podcasts from channels such as *America korgender* and *Dope soz* not only enhances our understanding of language dynamics in multilingual and digital contexts but also contributes new perspectives to existing research. Components of translanguaging that were found: code-switching, translating and interpreting and language brokering. The most dominant component of translanguaging applied by the speakers in the six podcasts under review is code-switching. This component involves the use of two or more languages, language types or speech styles as alternatives, without explicit restrictions. The second most important component is language brokering. In translanguaging, the interlocutor does not need to translate the meaning of words spoken in another language; the speaker freely applies his or her linguistic repertoire, clarifying the meaning through context. Less common is the translating and interpreting component. This type of translanguaging is a translation from one language into another with the meaning preserved or the meaning clarified.

Also, four main reasons for the use of translanguaging were identified in the podcasts provided. Firstly, translanguaging was used in the context of discussing a particular topic. Secondly, it was used to emphasise an aspect. Third, repetitions or translations were used for clarification. Fourth, translanguaging was used to clarify the meaning of a word to the interlocutor. The main reason for using translanguaging in these six podcasts is to discuss a specific topic, as the speakers, having expert knowledge in various fields, used translanguaging to practically apply their professional knowledge. In the second place, in terms of frequency of use, repetition is used for clarification. And the last two reasons were used for interpretation in order to clarify the meanings of words and to emphasize something.

Additionally, four primary reasons for the use of translanguaging were identified in the provided podcasts. Firstly, translanguaging was employed in the context of discussing a specific topic. Secondly, it was used to emphasize certain aspects. Thirdly, repetition or translation was utilized for clarification. Lastly, translanguaging was applied to elucidate the meaning of words to the interlocutor. The predominant reason for employing translanguaging in these six podcasts is the discussion of specific topics. Since the speakers possess expert knowledge in various fields, they used translanguaging to effectively apply their professional expertise. The second most frequent use of translanguaging involves repetition for clarification. The final two reasons for its use include interpretation to clarify the meanings of words and to emphasize particular points.

The study revealed that the six podcasts analyzed from the YouTube channels *America korgender* and *Dope soz* encompass five of the six identified speech functions. These functions include referential, directive, expressive, phatic, metalinguistic, and poetic. Among these, the

referential function is the most frequently observed. In each of the six podcasts, where the participants are fluent in English, the incorporation of specific words as elements of translanguage within their Kazakh speech was noted. This observation suggests that one of the purposes of translanguage is to demonstrate proficiency in multiple languages. The second common component is the directive function. Although speakers of podcasts mainly used Kazakh, they turned to English or Russian to provide additional information and explain some words through context rather than directly during the conversation. Thus, one of the speech functions of translanguage is the use of linguistic resources in the speech process. In this sense, the way linguistic resources are used in one language is not understood in most cases, leading to their replacement by another, more mastered language. The phatic function of translanguage can take various forms, where speakers switch between languages in order to maintain a conversation, to ensure mutual understanding or to establish simple communication.

The fourth, in terms of frequency, is the metalinguistic function. The metalinguistic function of translanguage is concerned with explaining, clarifying or discussing the language itself and the specifics of its use. In this function, switching between languages contributes to clarifying meanings, grammatical rules or cultural context. The lowest frequency is characterised by the expressive function. This function involves the use of translanguage to express speakers' emotions and experiences. In such cases, speakers switch between languages to convey their emotions more effectively and accurately.

Thus, an investigation into the Kazakh-English translanguage within multilingual discourse in digital spaces was conducted from a case study perspective. The components of translanguage, its reasons, and its speech functions were examined through podcasts from the YouTube channels *America korgender* and *Dope soz*. The materials were extensively compiled and analyzed to provide a comprehensive understanding of these phenomena.

CONCLUSION

The study's results indicate that the Kazakh-English translanguage is extensively prevalent in the digital space. A thorough analysis of its components, underlying causes, and speech functions was undertaken. The examination, based on podcasts from the YouTube platform, provided deeper insights into how the Kazakh-English translanguage is manifested in multilingual environments and its role within speech discourse. Specifically, the podcasts from the *America korgender* and *Dope soz* channels elucidate the practical applications of the Kazakh-English translanguage and underscore its significance in linguistic communication.

Translanguage describes the combination of several languages in a single linguistic environment and their interaction; this study contributes to the formation of new directions in modern Kazakh social linguistics. The descriptive qualitative method used in the article allowed us to identify the peculiarities of multilingual discourse through podcasts and their translanguage elements.

Overall, the study contributes to the understanding of the use of the Kazakh-English translanguage in digital space, its social and cultural aspects, as well as to a deeper study of multilingualism and intercultural relations.

REFERENCES

- 1 Vertovec, Steven (2007). "Super-Diversity and Its Implications» Ethnic and Racial Studies.
- 2 Canagarajah, S. (2011). «Translanguage in the Classroom: Emerging Issues for Research and Pedagogy». Applied Linguistics Review, 2 (2011), 1-28.
- 3 Rasman, R. (2018). «To Translanguage or Not to Translanguage? The Multilingual Practice in an Indonesian EFL Classroom». Indonesian Journal of Applied Linguistics, 7 (3), 687-694.

- 4 Permadi, M. E. I., Yusra, K., Isnaini, Muh., & Mahyuni, M. (2023). «Translanguaging in YouTube Channel: A Case Study of Nessie Judge». JIIP (Jurnal Ilmiah Ilmu Pendidikan), 6 (1), 472–477.
- 5 Oxford English Dictionary – Discourse.
<https://www.oed.com/search/dictionary/?scope=Entries&q=discourse&tl=true>
- 6 Tse, L. (1996). «Language Brokering in Linguistic Minority Communities: The Case of Chinese-and Vietnamese-American Students." Bilingual Research Journal, 20 (3-4), 485-498. Cited in Miftahush Shalihah. (2024). Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 7 Hoffman, C. (1991). An Introduction to Bilingualism. New York: Longman. Cited in Miftahush Shalihah. (2024). Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 8 Appel, R., & Muysken, P. (1987). Language Contact and Bilingualism. Amsterdam: Amsterdam University Press. Cited in Miftahush Shalihah. (2024). Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 9 Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.).
- 10 Aliya Ashim: Amerikadagy bala tarbiesi, zheke aqparattyn korgaluy, byurokratiyasy, tarihy bilmeitin qazaq. https://www.youtube.com/watch?v=n93jXQ_3a-E&list=PL3obZR9_IC6k0IeU8BTjBehzkJeC9suph
- 11 Assem Zhapishева. Zhana Kazakhstan / Parlamentskaya respublika / Nezavisimye SMI (Dope soz 24) <https://www.youtube.com/watch?v=ni5Qk39AReE>
- 12 Kamila Smagulova: Alash, Regional'nye geroi, Intelligenciya (Dope soz 27) <https://www.youtube.com/watch?v=si-e-FEjtk&t=1s>
- 13 Aliya Ashim: Qonaev dauiri, zheltoqsan koterilisi, qazaqy feminizm (Dope soz 87) <https://www.youtube.com/watch?v=NAVOH7qdPOY&t=2s>
- 14 Alima Bisenova. Mambet, uyat, kul'turnye vojny (Dope soz 11) <https://www.youtube.com/watch?v=ACzskcPx4bM>
- 15 Daniyar Alshinov: Zhana zhyl, toksichnost' i rasstrojstvo (Dope soz 46) https://www.youtube.com/watch?v=NZ8_-XaMTAg&t=1s

Received: 04.10.2024

Цифрлы кеңістіктегі мультилингвалды дискурс: YouTube подкасттардағы қазақ-ағылшын транслингвизмін зерттеу

А.К. Абилкасымова¹, А.Ш. Акжигитова¹

¹Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, 010000, Қазақстан Республикасы

Қазіргі тіл мен технологияның интеграцияланған дамуы алыс және жақын қашықтықтағы қарым-қатынастың жаңа режимдерінің қалыптасуына айтарлықтай әсер етеді. Осы тұрғыдан әлеуметтік медиа платформалары, атап айтқанда YouTube, дискурстық өзгерістерді зерттеудің өзектілігі болып табылады. Бұл мақала цифрлы кеңістіктегі мультилингвалды дискурсқа ерекше назар аударып, оның ішінде YouTube платформасындағы подкасттар негізінде қазақ-ағылшын транслингвизмін талдауға бағытталған.

Қазақстандағы көптілділік еліміздің мәдени және қоғамдық ерекшеліктерінің маңызды құрамдас бөлігі. Әртүрлі тілдер мен мәдениеттердің өзара ықпалдасуы нәтижесінде бірнеше тілдің бір-бірімен араласу процесі белсенді түрде жүруде. Бұл – транслингвизмнің жалпы қоғамдағы және цифрлық кеңістіктегі көрінісін айқындайды. Транслингвизм термині бір тілдік репертуарда бірнеше тілдің қолданылуын сипаттайды және қазіргі отандық лингвистикадағы зерттеулердің жаңа бағыты болып саналады.

Бұл зерттеудің мақсаты – YouTube платформасындағы Америка көргендер және Dope Soz каналдарындағы подкасттар негізінде қазақ-ағылшын транслингвизмін талдау. Тақырыпқа қатысты шетелдік ғалымдардың теориялық әдіснамасына сүйене отырып, зерттеу жұмысы транслингвизмнің компоненттерін, қолдану себептерін және сөйлеу функцияларын анықтауға бағытталған. Сипаттамалық сапалық әдіс қолданылған зерттеу барысында, YouTube платформасындағы алты подкаст терең талданды. Бұл подкасттар соңғы екі жылда жарияланған және транслингвизмнің кеңінен қолданылған үлгілері болып табылады. Деректерді жинау мен талдау процесінде подкасттар толық транскрипцияланып, транслингвизмнің көріністері мен функциялары зерттелді. Әрбір міндет бойынша мәліметтер кесте түрінде ұсынылып, толықтай талдау жүргізілді. Бұл зерттеу цифрлы кеңістіктегі мультилингвалды дискурсты түсінуге және транслингвизмнің әлеуметтік және мәдени тұрғыдан қолданылуын тереңірек зерделеуге мүмкіндік береді.

Кілт сөздер: қазақ-ағылшын транслингвизмі, цифрлы кеңістік, мультилингвалды дискурс, YouTube подкаст, сөйлеу функциялары.

ӘДЕБИЕТТЕР ТІЗІМІ

- 1 Vertovec Steven "Super-Diversity and Its Implications» Ethnic and Racial Studies, 2007.
- 2 Canagarajah S. «Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy» // Applied Linguistics Review, 2 (2011), 1-28.
- 3 Rasman R. «To Translanguange or Not to Translanguange? The Multilingual Practice in an Indonesian EFL Classroom» // Indonesian Journal of Applied Linguistics, 2018. – 7 (3). – 687-694.
- 4 Permadi M. E.I., Yusra K., Isnaini Muh., Mahyuni M. «Translanguaging in YouTube Channel: A Case Study of Nessie Judge» // JIIP (Jurnal Ilmiah Ilmu Pendidikan), 2023. – 6 (1). – 472-477.
- 5 Oxford English Dictionary - Discourse.
<https://www.oed.com/search/dictionary/?scope=Entries&q=discourse&tl=true>
- 6 Tse L. «Language Brokering in Linguistic Minority Communities: The Case of Chinese-and Vietnamese-American Students // " Bilingual Research Journal, 1996. – 20 (3-4). – 485-498. Cited in Miftahush Shalihah. (2024). Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 7 Hoffman C. (1991). An Introduction to Bilingualism. New York: Longman. Cited in Miftahush Shalihah, 2024 / Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 8 Appel R., Muysken P. (1987). Language Contact and Bilingualism. Amsterdam: Amsterdam University Press. Cited in Miftahush Shalihah, 2024 / Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.
- 9 Creswell J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 2012 (4th ed.).
- 10 Әлия Әшім: Америкадағы бала тәрбиесі, жеке ақпараттың қорғалуы, бюрократиясы, тарихын білмейтін қазақ. https://www.youtube.com/watch?v=n93jXQ_3a-E&list=PL3obZR9_1C6k0IeU8BTjBehzkJeC9suph .
- 11 Асем Жапишева. Жаңа Қазақстан / Парламенттік республика / Тәуелсіз БАҚ (Dope Soz 24) <https://www.youtube.com/watch?v=ni5Qk39AReE>
- 12 Камила Смагулова: Алаш, Аймақтық батырлар, Интеллигенция (Dope Soz 27) <https://www.youtube.com/watch?v=si-e-FEjtk&t=1s>
- 13 Әлия Әшім: Қонаев дәуірі, Желтоқсан көтерілісі, Қазақы феминизм (Dope soz 87) <https://www.youtube.com/watch?v=NAVOH7qdPOY&t=2s>
- 14 Алима Бисенова. Мамбет, ұят, мәдени соғыс (Dope Soz 11) <https://www.youtube.com/watch?v=ACzskcPx4bM>

15 Данияр Алшинов: Жаңа жыл, токсик адам и тұлғаның бұзылуы (Dope soz 46)
https://www.youtube.com/watch?v=NZ8_-XaMTAg&t=1s

Материал 04.10.2024 баспаға түсті

Мультилингвальный дискурс в цифровом пространстве: исследование казахско-английского транслингвизма в YouTube подкастах

А.К. Абилкасымова¹, А.Ш. Акжигитова¹

¹Евразийский национальный университет имени Л.Н.Гумилева, Астана, 010000, Республика Казахстан

В современных условиях комплексное развитие языка и технологий в значительной степени влияет на появление новых способов как дальних, так и ближних форм коммуникации. В этом контексте платформы социальных сетей, в частности YouTube, подчеркивают важность изучения дискурсивных изменений. В статье рассматривается многоязычный дискурс в цифровом пространстве с акцентом на анализ казахско-английского транслингвизма, что подтверждается подкастами на платформе YouTube.

Многоязычие в Казахстане представляет собой характерную черту культуры и общества страны. В результате взаимодействия различных языков и культур активно происходит процесс смешения нескольких языков, а в цифровом пространстве наблюдаются проявления транслингвизма. Термин «транслингвизм» обозначает использование нескольких языков в рамках одного языкового репертуара и рассматривается как новое направление исследований в современной отечественной лингвистике.

Цель данного исследования — анализ казахско-английского транслингвизма на основе подкастов с каналов Америка коргендер и Dope soz на платформе YouTube. Исследование, основанное на теоретической методологии зарубежных ученых, относящихся к данной теме, направлено на выявление компонентов транслингвизма, причин её использования и речевых функций. В ходе исследования было проведено детальное изучение шести подкастов с указанных каналов, опубликованных за последние два года, с применением описательного качественного метода. Эти подкасты служат яркими примерами транслингвизма. На этапе сбора и анализа данных подкасты были полностью расшифрованы, а также проанализированы проявления и функции транслингвизма. Данные представлены в табличной форме, и проведён всесторонний анализ. Исследование позволяет глубже понять мультилингвальный дискурс в цифровом пространстве и детально изучить социальное и культурное применение транслингвизма.

Ключевые слова: казахско-английский транслингвизм, цифровое пространство, мультилингвальный дискурс, YouTube подкаст, речевые функции.

СПИСОК ЛИТЕРАТУРЫ

- 1 Vertovec Steven "Super-Diversity and Its Implications» Ethnic and Racial Studies, 2007.
- 2 Canagarajah S. «Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy» // Applied Linguistics Review, 2 (2011), 1-28.
- 3 Rasman R. «To Translanguange or Not to Translanguange? The Multilingual Practice in an Indonesian EFL Classroom» // Indonesian Journal of Applied Linguistics, 2018. – 7 (3). – 687-694.
- 4 Permadi M. E.I., Yusra K., Isnaini Muh., Mahyuni M. «Translanguaging in YouTube Channel: A Case Study of Nessie Judge» // JIIP (Jurnal Ilmiah Ilmu Pendidikan), 2023. – 6 (1). – 472-477.
- 5 Oxford English Dictionary - Discourse.
<https://www.oed.com/search/dictionary/?scope=Entries&q=discourse&tl=true>
- 6 Tse L. «Language Brokering in Linguistic Minority Communities: The Case of Chinese-and Vietnamese-American Students // " Bilingual Research Journal, 1996. – 20 (3-4). – 485-498. Cited

in Miftahush Shalihah. (2024). Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.

7 Hoffman C. (1991). An Introduction to Bilingualism. New York: Longman. Cited in Miftahush Shalihah, 2024 / Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.

8 Appel R., Muysken P. (1987). Language Contact and Bilingualism. Amsterdam: Amsterdam University Press. Cited in Miftahush Shalihah, 2024 / Translanguaging in YouTube Channel: A Case Study of Nessie Judge. DOI:10.47191/ijsshr/v7-i01-103.

9 Creswell J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 2012 (4th ed.).

10 Алия Ашим: воспитание детей в Америке, защита личной информации, бюрократия, казахи, не знающие истории https://www.youtube.com/watch?v=n93jXQ_3a-E&list=PL3obZR9_IC6k0IeU8BTjBehzkJeC9suph

11 Асем Жапишева. Новый Қазақстан / Парламентская республика / Независимые СМИ (Dope Soz 24) <https://www.youtube.com/watch?v=ni5Qk39AReE>

12 Камила Смагулова: Алаш, Региональные герои, Интеллигенция (Dope Soz 27) <https://www.youtube.com/watch?v=si-e-FEjtk&t=1s>

13 Алия Ашим: эпоха Кунаева, декабрьское восстание, Казахский феминизм (Dope soz 87) <https://www.youtube.com/watch?v=NAVON7qdPOY&t=2s>

14 Алима Бисенова. Мамбет, стыд, культурные войны (Dope Soz 11) <https://www.youtube.com/watch?v=ACzskcPx4bM>

15 Данияр Алшинов: Новый год, токсичность и расстройство личности (Dope soz 46) https://www.youtube.com/watch?v=NZ8_-XaMTAg&t=1s

Материал поступил в редакцию журнала 04.10.2024

IRSTI 16.21.31

DOI: [10.59102/kufil/2025/iss2pp22-35](https://doi.org/10.59102/kufil/2025/iss2pp22-35)

U. Anarbekova

University of Technology and Engineering named after Sh.Yessenov, Aktau, 130000, Kazakhstan

KAZAKH ORTHOGRAPHY: A STUDY ON THE NORMATIVE FORMS OF “KYRKUIEK/KYRGUIEK”

This study examines the orthographic variation of the Kazakh word Kyrkuiek/Kyrguiek (“September”), a subject of ongoing public debate regarding its correct spelling. The issue is significant for maintaining orthographic consistency and preserving cultural identity within the Kazakh language.

The aim of the research is to determine the normative spelling of the term through an analysis of orthographic dictionaries published between 1941 and 2013, and a sociolinguistic survey involving 367 participants from 17 regions of Kazakhstan, as well as from Turkey and Russia. The study also explores the historical and etymological development of the word and reviews its representation in explanatory dictionaries and online linguistic resources such as soztekser.kz and qazcorpus.kz.

A mixed-methods approach was adopted, combining historical-linguistic analysis with quantitative and qualitative survey methods. The survey assessed participants’ reliance on orthographic dictionaries, attitudes toward Kazakh spelling norms, and preferences between the variants Kyrkuiek and Kyrguiek. The findings indicate a strong preference for the Kyrkuiek spelling, despite inconsistencies in official sources over time.