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MULTILINGUALISM IN STUDENTS' EVERYDAY COMMUNICATION IN THE WESTERN REGION OF KAZAKHSTAN

Recent sociolinguistic research has increasingly focused on the multilingual practices of student youth as one of the most socially active groups and among the first to respond to ongoing changes in language use. This article investigates language mixing in the everyday communication of university students and examines how grammatical fusion emerges in informal multilingual interactions outside the classroom. The study employs a mixed-methods approach, including textual and semantic analyses of qualitative data obtained from audio recordings of naturally occurring conversations among students in Uralsk, one of the largest urban centers in Western Kazakhstan. The analysis focuses on the linguistic features of multilingual speech and the semantic classification of hybrid lexical units resulting from language contact.

The findings reveal that grammatical fusion is a common feature of students' everyday speech and reflects a high degree of multilingual linguistic competence. Three major fusion patterns were identified: (1) Russian lexical stems combined with Kazakh affixes, (2) English lexical stems combined with Kazakh affixes, and (3) Kazakh lexical stems combined with Russian suffixes and inflectional endings. Type I was found to be the most frequent, whereas Type III occurred least often. The study also demonstrates significant differences in the classification of hybrid lexical units, particularly those combining English and Kazakh elements, which

are predominantly perceived as mixed language forms. The results highlight the active and systematic role of grammatical fusion in multilingual communication and provide an indigenous perspective on contemporary language practices in Kazakhstan. The findings contribute to a better understanding of multilingualism in everyday interaction and may serve as a basis for reconsidering approaches to language contact and multilingual language use in the local sociolinguistic context.

Key words: multilingualism, hybridity, youth, everyday conversation, grammatical fusion.

MAIN PROVISIONS

The theoretical and methodological foundation of the study was developed by foreign scientific researchers in sociolinguistics and language contacts (V. A. Avrorin [1], V. A. Vinogradov [2], N. B. Mechkovskaya [3], L. B. Nikolsky [4], A. Pavlenko [5], C. Ferguson [6], etc.); in the field of global bilingualism (J. Androutsopoulos [7], J. Blommaert [8], etc.); as well as domestic scientists in the field of Kazakh-Russian and Russian-Kazakh bilingualism, as well as research on the language situation in Kazakhstan (O. B. Altynbekova [9], Zh. S. Smagulova [10], E. D. Suleimenova [11], etc.).

In the present research, the practices described in multilingualism are viewed as hybrid speech behavior manifested through the use of multiple hybrid lexis, including those words with merged morphological features of different languages into a single word. While the topic of linguistic mixed language has been widely investigated, it has not been well investigated in Kazakhstan, especially in the context of bilingual studies. Previous research by local scholars has been conducted within this area, however, has tended to have focused on the Kazakh-Russian bilingualism and hybrid configurations in the context of Kazakh-Russian bilingualism and hybrid modes of production according to borrowing and interference perspectives, specifically in regard to how one language gets interposed into (and is made over, or modified by) the other and the transfer of the structural norms of one language to another where one language competes with another in the case of language contact [12].

This study also explores hybrid language varieties within the framework of globalization, drawing on the ideas of J. Blommaert's work in Sociolinguistics of Globalization [8]. Instead of regarding languages as fixed, solitary systems, this approach focuses on the way that speakers in practice make use of a variety of communicative resources. In that regard, the idea of multilingualism is interpreted under the concept of individual speech repertoires, which emerge from social experience, mobility and general communicative needs in everyday life. For investigating language contacts in globalized contexts, we should also realize that it is not the language as a whole that spreads globally, but individual language forms, genres, styles, etc. These forms are subject to globalization in a certain way in certain areas in the community of which they are parts (in the field of pop culture, in literature, urban space or multilingual education).

So, the language of the Kazakh native speaker is not English as such, but its "fragments" and "bits" – those "bits", which occur in the borrowing of elements, most often roots, of English language. This suggests that there exists limited (or truncated) knowledge with regard to the language and, in that sense, truncated bilingualism or multilingualism. A similar dynamic can be found in Russian used in the speech repertoires of Kazakh speakers. In multilingual practice, Russian elements interact with Kazakh via communicative domains unique to the Kazakh domain, most visibly with youth speech. In this sublanguage, Russian is not sustained as an independent system but is reduced to or "truncated" form, allowing for the recombination of Russian elements with Kazakh or English ones. This selective and flexible usage of Russian allows it to persist as part of students' everyday communications and helps expand and diversify the multilingual repertoires of student youth.

INTRODUCTION

More recent sociolinguistic research has been attracted to the multilingual practices of university students. The attention is prompted by the existence of large social forces represented by

the students, and the significant participation in the professional workforce resurgence [13]. When we think of the youth of our students as a “pressure cooker of high-speed renewal” [14], we foreground the role of its active agents in linguistic change: their language practices reflect ongoing social transformations while shaping emergent linguistic patterns. Everyday interaction, particularly in cyber media, is characterized by the development of multilingual habits at a young age (i.e., early stages).

Consequently, much of the existing studies focused on online multilingualism of youth showed that social networks constitute the central spaces which reveal the most visible and socially significant multilingual practices. Young people’s linguistic behaviour is predominantly mediated by digital communication and social media and this situation facilitates the rapid appearance and ongoing reappearance of jargon and slang [15]. Furthermore, social networks promote processes of relocalization where linguistic resources, borrowed from global English, are creatively transformed and absorbed into the local forms, often taking on meanings and forms that cannot be easily recognized by the native speakers [16].

It is only recently that the use of bilingual material in life-in-context is having some consideration, which should seem to have an impact on how young peoples practised language. In university students’ communication, multilingual use is as much about intentional strategies and purposeful communicative strategies as it is about language exchange as a result of language interactivity. They provide speakers with control over who is able to access information, reduce the likelihood of misconceptions and produce higher semantical information precision in communication [17]. Meanwhile, students’ language selection is conditioned by their socialization in multilingual and multicultural contexts, where global and local linguistic resources intersect with one another. It generates dialogical tension that drives the merging of local and global features of everyday language use in day-to-day interaction, and contributes to the shaping of hybrid multiliteracies in which language is both localised and contextualized and with social import [18]. Recent literature is beginning to emphasize that student communication in general and the use of English in particular, within educational settings that are oriented towards internationalization is in increasing proportion. Although English is widely held to be an essential academic and professional language, it experiences mixed levels of usage among students and teachers [19]. With that in mind the findings of L. S. Kim, L. K. Siong, V. F. Fei, and A. Yaakob demonstrate that English has an important influence on identity construction among Malaysian students in private and public universities [20]. Using ethnographic interview data, a qualitative study conducted by scholars showed that the attitudes of multilingual Malaysian students on English compared to their linguistic repertoire were analyzed regarding their perception of English and its impact on identity and daily life in the context of Malaysian students. Drawing from the data obtained, the authors conclude that characteristics of multilingualism in Malaysia, which saw English as the prevailing language, as well as the place of English as a pragmatic-linguistic, language of empowerment-language, and an emerging one has emerged.

In Kazakhstan, the context of hybrid word formation has largely been studied in terms of Kazakh-Russian interaction patterns. Studies show that the relative importance of these languages differs depending on contextual and social considerations such as speakers’ age, education, and ethnicity [21]. Most of the population of Kazakhstan functions primarily as bilingual speakers, with Kazakh as the main lingua franca and Russian representing more expressive and stylistic functions. Moreover, another line of research evaluated the implementation and effectiveness of language policy, particularly language planning initiatives, in building the competence, status, and acquisition of English among student youth. The authors took particular note of the extent to which students in Kazakhstan have learned English; the communicative functions English plays within the student micro-communities; and the position and hierarchy of the interacting languages and communication among Kazakh students as well as the role and place English occupies [13]. The first result of the sociolinguistic study showed that the students in Kazakhstan support the language policy which the republic adopted, that is, the status of the English language and language study. The sociolinguistic survey confirms that most student youth study English intensively, but the level of language proficiency is still not high enough (particularly in the levels A2 and B1). Yet, according to the study

of authors, it is possible to expect an increase in the qualitative level of English proficiency of young people from a professional or general point of view.

From the contents of the foreign studies reviewed on the features of everyday communication among university students, we can say that the studies usually concentrate on the prevalence or increasing prevalence of the English language. But as literature review indicates in the field of young people's communication, the aspect of the daily activities in the language interaction related to multilingualism has not been taken into consideration in this research of Kazakhstan and particularly in the western area of Kazakhstan (which is of interest in the context of language situation of Kazakhstan). Drawing on everyday communications among students at universities in western Kazakhstan, this study attempts to explore the processes of practice of multilingualism in real-life interaction. The analysis does not concentrate on institutional or classroom contexts; the focus shifts to informal interactions that students make with each other, in which multilingualism is expected to emerge. Focus is on the structural and semantic patterns that link young speakers to linguistic resources in daily speech use.

MATERIALS AND METHODS

In order to reproduce practices of multilingualism as they develop in everyday life, this study integrates qualitative and quantitative approaches. Qualitative data were obtained from Uralsk, a major metropolitan site in the western part of Kazakhstan, by observing natural student exchanges. A primary source of evidence for this study is extracts of spontaneous chats between young passengers on Shuttle Bus No. 5 to and from M. Utemisov West Kazakhstan University located in Uralsk. This setting was selected as it serves as a routine non-institutional space of interaction among students that are regularly informal. Since this route is very popular among students of the university, it serves a productive site for the observation of natural language communication.

In the present study, data were obtained through direct observation of speech behavior and spontaneous verbal responses in Kazakh, Russian, and English, as well as through audiotape recordings of multilingual student interaction involving these three languages. The analyzed material thus represents informal spoken exchanges typical of students' everyday communicative processes. All discussions were audio-recorded on a voice-recording app developed for a Samsung S22 smartphone and transcribed for later analysis. To ensure ethical collection of spontaneous speech data, all audio recordings were further completely anonymized during the stage of transcription to protect speakers' personal data in accordance with ethical standards for linguistic research. In total, the dataset includes approximately 150 minutes of spontaneous multilingual speech.

Two phases were used to analyze the qualitative data. Firstly, a textual analysis was performed to observe the form of the multilingual interaction, mainly based on morphology and word structure. At this stage, the focus transitioned to the blending of Russian and English aspects of Kazakh discourse. Next, we employed semantic analysis to analyze the meaning of the fragments in multiple languages, including individual insertions, and combinations of elements in multiple languages in a hybrid.

Qualitative analysis also involved quantitative data (an online questionnaire). The sample consisted of 150 first through second-year college students majoring in Foreign Languages at M. Utemisov West Kazakhstan University. The demographic features of them are given in Table 1, which included the gender, age, the year of study, and their native language.

Table 1. Sample Profile

Variable	Number (percentage)
Gender:	
Female	119 (79.3%)
Male	31 (20.7%)
Age:	

18	79 (52.7%)
19	56 (37.3%)
20	12 (8%)
21	3 (2%)
Year of studies:	
First	68 (45.3%)
Second	82 (56.4%)
Native language:	
Azerbaijani	1 (0.7%)
Kazakh	128 (85.3%)
Russian	9 (6%)
Uzbek	12 (8%)

We distributed the online survey through Google Forms to the survey participants. The survey consisted of five closed-ended questions. We asked students about their perceptions of the hybrid words they encounter in speech and which language they associate them with. The survey participants answered the following questions: (1) For the two categories of words, such as *presentation/презентация/көрініс* and *exclusive/эсклюзивный/ерекше*, which option do you prefer? (2) What led you to answer question 1 in that way? (3) Which language would you attribute to words like *отчеттарды, крутойлау*? (4) To which language would you assign words like *гугдан, микшерлеу*? (5) Which language would you attribute words like *отырғанский, алжығанский* to? Data from the surveys was compiled and processed in Google Sheets, which allowed the calculation of response frequencies across the sample. The integration of quantitative patterns along with qualitative evidence helped to validate the findings and allowed for a more balanced representation of students' multilingual practices.

RESULTS

Based on the textual and semantic analysis of the multilingual practice of Kazakh students, among the survey observations conducted among university students, the results of the study are presented in this section.

The research Corps of multilingual speech samples of student youth contains data from original audio fragments of speech recorded by representatives of the western region of Kazakhstan. The current research corps consists of 519 excerpts in Kazakh with Russian and English elements. Based on a detailed study of language connections in extracurricular communication of students, it was found that the main languages spoken in the daily life of Kazakh students function in their daily communication. The analysis showed that Kazakh youth, when interacting in everyday life, rely on three languages: Kazakh, the language of official documents of the nation; Russian (the common language of large-scale intra-national conversations in the post-Soviet world) and English. As a result of the analysis of the text materials of the daily multilingual discussion of students, it is estimated that the corpus of the Kazakh language consists of 12,376 words. Of these, 7,979 elements (64.5%) are monolingual (that is, they relate only to one language - Kazakh, Russian or English). The remaining 4,397 words (35.5%) reflect multilingual features and combine the components of two languages – mainly Kazakh with Russian or Kazakh with English. It was shown that the Kazakh language dominates the group of monolingual elements, making up more than half of the Corps (6,894 words, or 55.7%), which indicates that the Kazakh language is really the dominant language in informal student communication.

In contrast, there are relatively few words found only in Russian (711 elements, 5.7%) or in English (374 elements, 3.1%). At the same time, lexical elements with Russian or English components are much more common: 2,813 words (22.7%) contain elements of the Russian language, and 1,584 words (12.8%) contain elements of the English language. The distribution of foreign-language words and hybrid forms in relation to the elements of the Kazakh language is shown in Figure 1.

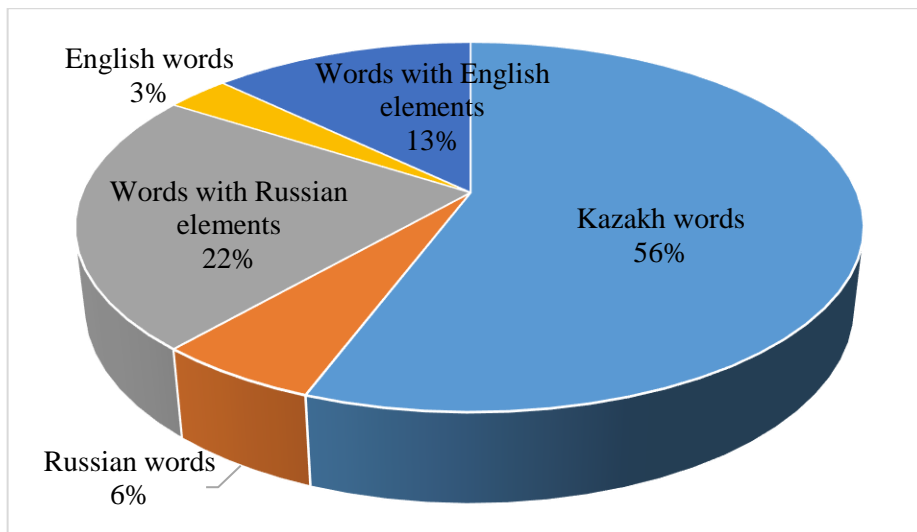


Figure 1. Frequency of Words in the Corpus by Language

Textual analysis helped us identify borrowings in the Russian and English languages that are common in spontaneous student speech. Some borrowed words from Russian include *деканат* /dekanat/ ‘dean’s office’, *каникулы* /kanikuly/ ‘vacation’, *зачет* /zacet/ ‘credit’, *библиотека* /biblioteka/ ‘library’, *перерыв* /pereryv/ ‘break’, *занятие* /zanyatie/ ‘class’, *билет* /bilet/ ‘ticket’. For example, the words *deadline*, *presentation*, *startup*, *streaming*, *podcast*, *feedback*, *brainstorm*, and *coaching* are borrowed from English. These words are more familiar to students in both Russian and English, and their use in informal student communication reflects the principles of linguistic economy.

The hybrid lexical forms, in which elements from multiple languages are combined within a single word, are especially interesting. Such forms arise, for example, if Russian or English lexical stems are integrated with native Kazakh affixes, or if Kazakh stems are combined with Russian suffixes and inflectional markers. These patterns exemplify the way English lexical items are routinely accommodated within Kazakh grammatical structures in students’ everyday speech, as Kazakh affixes are attached directly to English stems, such as *инвесторлармен кездесу* /investorlarmen kezdesu/, *meeting өтті* /meeting ótti/, and *branding-ті дұрыс ойлау керек* /branding-ti durys oilau kerek/. Instead of appearing as occasional borrowings, such forms are widely used and easily recognized by speakers. Quantitative structural analysis supports this observation, showing that over 80% of all Russian and English insertions involve grammatical fusion.

This study reveals unique aspects of students applying Kazakh, Russian, and English in their daily activities, producing typical word-formation patterns in accordance with grammatical fusion. The corpus analysis allows us to disentangle three main forms of hybrid lexical forms: (1) The Russian lexical stems and Kazakh affixes merged, (2) The English lexical stems and Kazakh affixes hybrid, and (3) Kazakh lexical stems and Russian suffixes and inflectional endings combined. An overview of these kinds of grammatical fusion is shown in Table 2.

Table 2. Types of Bilingual Grammatical Fusion

Type	Type I	Type II	Type III
Characteristic	Russian stem + Kazakh affix(es)	English stem + Kazakh affix(es)	Kazakh stem + Russian affix(es)/inflection
Frequency (percentage)	2779 (63,2%)	1584 (36%)	34 (0,8%)
Examples	<i>отчеттарды</i> /otchettardy/ ‘reports (Acc.pl.)’;	<i>вай-файға</i> /wifi-ga/ ‘to Wi-Fi’;	<i>алжығанский</i> /alzhyganski/ ‘being crazy’;

	<i>крутойлау</i> /krutoilau/ ‘a bit cooler’	<i>тиктокта отыр</i> /tiktokta otyr/ ‘sitting on TikTok’	<i>отырғанский</i> /otyrkanski/ ‘sitting’
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The analysis of the grammatical meaning allowed us to identify different parts of speech that hybrid Russian-Kazakh, Kazakh-Russian and English-Kazakh words are represented by. Among these parts of speech are:

- nouns (*отчеттарды* /otchettardy/ ‘reports’, *трендтегі* /trendtegi/ ‘trending’, *репостта* /repostta/ ‘in the repost’, *контрактқа қол қойдым* /kontraktka qol qoidym/ ‘I signed the contract’, *бюджеттен бөлінді* /byudzhetten bölindi/ ‘allocated from the budget’, *проекті бекітті* /proektti bekitti/ ‘approved the project’, *networking-қа бару керек* /networking-ka baru kerek/ ‘we need to attend networking’);
- adjectives (*модныйсың* /modnysyn/ ‘you are fashionable’, *крутойлау* /krutoilau/ ‘a bit cooler’, *сладкийлау* /sladkilau/ ‘a bit sweeter’);
- participles (*шаршағанский* /sharshaganski/ ‘tired’, *алжығанский* /alzhyganski/ ‘being crazy’);
- verbs (*отправить етіңдер* /otpravit’ etinder/ ‘send’, *лайктарыңды аямаңдар* /laiktaaryndy ayamandar/ ‘don’t spare the likes’, *гуглдан ізде* /gugldan izde/ ‘search from google’).

Among the parts of speech listed above, nouns are shown to be the most widespread group of hybrid words in the corpus, constituting over 51% of multilingual fragments in students’ informal, spontaneous conversations.

The most interesting feature of the corpus, however, is the third kind of grammatical fusion – the joining of Kazakh roots with Russian suffixes and endings like *отырғанский* /otyrkanski/ ‘sitting’. These comparatively infrequent examples illustrate the only Kazakh-Russian way of word patterning that we could find in our corpus. In Russian, the combination of the suffix -sk- and the ending -i/-iy is characteristic of relative adjectives that develop qualitative meanings of relation or typical belonging. Being united in students’ spontaneous speech with Kazakh roots, these hybrid words change the grammatical meaning from that of an adjective to that of a participle.

The semantic analysis enabled us to identify the meanings of the hybrid lexical units under consideration and categorize them into the primary semantic categories. The results of the semantic analysis of students’ multilingual practices reveal that Russian and English insertions in Kazakh sentences are pretty diverse in terms of their content. The hybrid lexical units collected during the investigation are generally found to represent the following semantic groups: education-related topics, technology and internet communication, social and entertainment, everyday speech and requests, and medicine and healthcare. Examples of multilingual practices related to these semantic categories are provided in Table 3.

Table 3. Semantic Groups of Hybrid Lexical Units

№	Semantic category	Examples
1	education-related topics	<i>research жасап жатырмын</i> /research jasap jatyrymyn/ ‘I am doing research’, <i>presentation дайындау керек</i> /presentation daindau kerek/ ‘need to prepare a presentation’, <i>citation дұрыс жаз</i> /citation durys jaz/ ‘write the citation properly’, <i>academic writing тапсырмасы бар</i> /academic writing tapsyrmasy bar/ ‘there is an academic writing assignment’
2	technology & internet communication	<i>вай-файға</i> /wifi-ga/ ‘to Wi-Fi’, <i>парольді жаз</i> /paroldi jaz/ ‘write the password’, <i>log in еттің ба?</i> /lo:g in et’tij ba/ ‘did you log in?’ <i>scroll up етіп тұрсың</i> /skrəʊl ʌp etip ‘tɔrsəŋ/ ‘you’re scrolling up’

		<i>swipe жаса</i> /swaip ʒa'sa/ 'swipe it' <i>hashtag жаз</i> /'hæftæg ʒaz/ 'write a hashtag' <i>tweet em</i> /twi:t et/ 'tweet it'
3	social & entertainment	<i>сериялды көрдім</i> /serialdy kórdim/ 'I watched the TV series', <i>тиктокта отыр</i> /tiktokta otır/ 'sitting on TikTok', <i>stream em</i> /stream et/ 'stream it', <i>пост жаз</i> /post jaz/ 'write a post', <i>лайк бас</i> /like bas/ 'press like', <i>трендке кірді</i> /trendke kirdi/ 'it went viral', <i>подписчиктер саны өсті</i> /podpischikter sany ósti/ 'number of subscribers increased', <i>hashtag қой</i> /hashtag qoy/ 'put a hashtag'
4	everyday speech & requests	<i>забронировать емui</i> /zabronirovat etshi/ 'please book', <i>можно ма?</i> /mozhno ma?/ 'is it possible?', <i>download емui</i> /download etshi/ 'please download', <i>share емui</i> /share etshi/ 'please share'
5	medicine & healthcare	<i>диагноз қойды</i> /diagnos qoidy/ 'diagnosed', <i>антибиотик жазып берді</i> /antibiotik jazyp berdi/ 'prescribed antibiotics', <i>госпитализацияға жатты</i> /gospitalizatsiyaga jatti/ 'was hospitalized', <i>температурасы көтерілді</i> /temperaturasy kóterildi/ 'had a fever', <i>check-up-қа жазылдым</i> /check-up-ka jazıldым/ 'I signed up for a check-up'

Although both languages play a significant role in the formation of hybrid words, specific patterns in the preference for one language over the other can be identified in the informal conversations of Kazakh students. For example, English is used more frequently in multilingual contexts related to technology, Internet communication, social interaction, and entertainment. Elements from Russian are more often used in communication on topics related to education, medicine, and healthcare. This observation sheds light on how language choices in multilingual settings can be made by speakers based on the subject and social context. Rather than being random, shifts between languages in trilingual speech reflect speakers' ability to adapt to different situations, selecting the language that allows them to express their meaning most clearly and effectively in a given context.

Borrowings from Russian and English play an important semantic role in students' everyday communication. In many instances, they function as efficient lexical resources that help speakers bridge gaps in Kazakh by providing expressions that are more precise or better suited to a particular communicative context. This can be observed in examples such as *vine*, *Google translatenen* /gugl transleitpen/ 'with the help of Google Translate', *вай-файға* /wifi-ga/ 'to Wi-Fi', *диетада* /dietada/ 'on a diet', and *сестрамның* /sestramnyñ/ 'my sister's'. In spontaneous contexts, students often resort to hybrid forms to understand their stories, especially when there are no natural equivalents in Kazakh or when common Russian or English terms are easily explained.

Even when words borrowed from Russian or English have full or partial Kazakh equivalents, students choose the borrowed option because they often find it easier to use and use pragmatically. This advantage is shown by saying *please*, *hashtag*, *look*, *trend*, *check-up*, *ok*, *лайк бас* /like bas/ 'press like', *очень* /ochen'/ 'very', *кстати* /kстати/ 'by the way', *лучше* /luchshe/ 'better', *не переживай* /ne perezhivai/ 'don't worry', *прям* /pryam/ 'really', and *удачи* /udachi/ 'good luck'.

In almost all of these cases, the results reflect a process called "Kazakhization". This is a change in the vocabulary of Kazakh speech from foreign factors – and this is mainly at the morphological level, where Russian/English roots are combined with Kazakh endings, and vice versa, Kazakh roots are combined with Russian endings. Against this backdrop, the present study also examines how students themselves perceive such hybrid forms, including the languages to which they attribute them and whether they regard these forms as "Kazakhized". Particular attention is given to the ways in

which different types of hybrid formations identified in the corpus shape students' perceptions of linguistic affiliation.

Understanding how speakers perceive and assign languages to hybrid words in real communicative contexts is essential in sociolinguistics. This insight reveals language attitudes and what language choice means for multilingual speakers. With this purpose, we surveyed students majoring in Foreign Languages at M. Utemisov West Kazakhstan University. In this survey, we were interested in which language or languages respondents assigned to the given words, especially words consisting of elements from different languages, which we previously classified as the first, second, and third types of grammatical fusion. The participants of the survey were asked five closed-ended questions:

- 1) When choosing between word variants such as *presentation* / *презентация* / *көрініс* or *exclusive* / *эсклюзивный* / *ерекше*, which option do you usually prefer in everyday communication?
- 2) What motivated you in Question 1? (e.g., knowledge base, practical usability, meaning and context of use).
- 3) What language do you relate words like *отчеттарды* and *крутойлау* with?
- 4) Which language do you associate words such as *гуглдан* and *микшерлеу* with?
- 5) Which language do you associate words like *отырғанский* and *алжығанский* with?

The participants' responses to the survey questions reveal the following tendencies in the informal conversations of Kazakh students. Of the word groups offered in three languages *presentation/презентация/көрініс* and *exclusive/эсклюзивный/ерекше*, students primarily chose either English or Kazakh. That is to say, they considered it better to say the original English wording of a word or its Kazakh translation. It presents students' preferences for each of these terms (Figure 2).

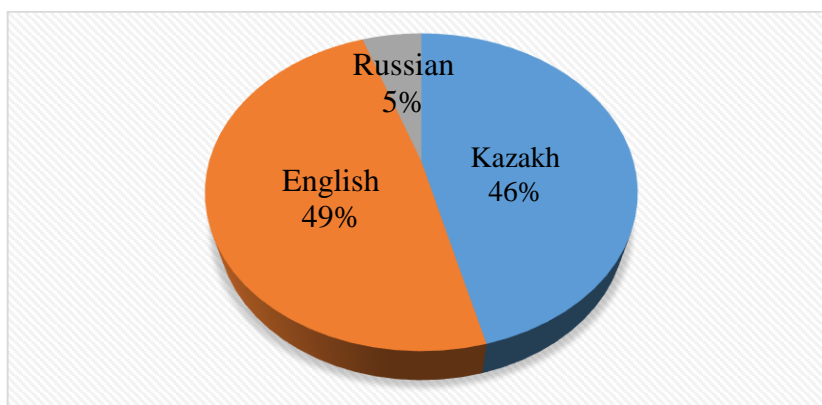


Figure 2. Students' Language Preferences

Regarding the second question, the students were invited to select a suitable explanation, reflecting their preferred language, as requested in the previous question. From the perspective of students' responses, the comprehensibility of the language, and the familiarity with the language in the settings are said to determine the language choice in the context of spontaneous multilingual communication. The former is more common for Kazakh variants, while the latter is more common for English or Russian words. If students frequently hear the name of an object, action, or phenomenon in English or Russian, they are more likely to use it in the same version in their own speech. The students' responses to Question 2 are summarized in Figure 3.

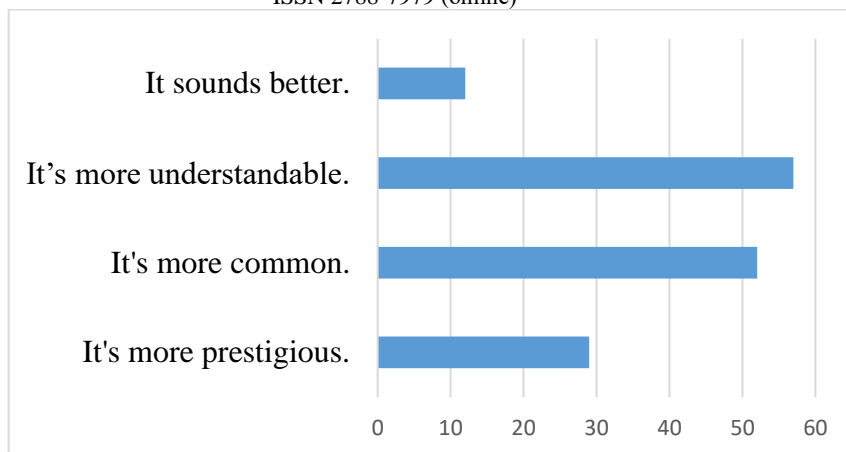


Figure 3. Reasons for Language Preferences

Particular attention was paid to students' responses to Questions 3 – 5 concerning the language affiliation of words representing different types of bilingual grammatical fusion, namely combinations of Russian stems with Kazakh affixes (Type I), English stems with Kazakh affixes (Type II), and Kazakh stems with Russian affixes (Type III).

For the first type, students' judgments were starkly split. Roughly 27.3% of respondents identified the words *отчеттарды* and *крутойлау* from Question 3 as Kazakh, though 30% associated them with Russian. The largest share of respondents (42.7%) viewed these forms as mixed, or part of a broader linguistic category.

The second type showed a similar tendency. Although 29.3% of the respondents described the words *гулдан* and *микшерлеу* from Question 4 as Kazakh, smaller proportions associated them with English (8.7%) and Russian (1.3%). Simultaneously, most (60.7%) of the participants defined the items as mixed.

Students' answers to the third form of hybrid words showed even more variation, with a marked tendency towards Kazakh attribution. Slightly more than half of the participants (52%) categorized *отырғанский* and *алжығанский* from Question 5 as Kazakh, while 15.3% linked the words to Russian. A large minority (32.3%) of the attendees again identified these formulations as mixed, thereby highlighting the indistinguishable and fluid status of these hybrids. Figure 4 shows the overall distribution of responses.

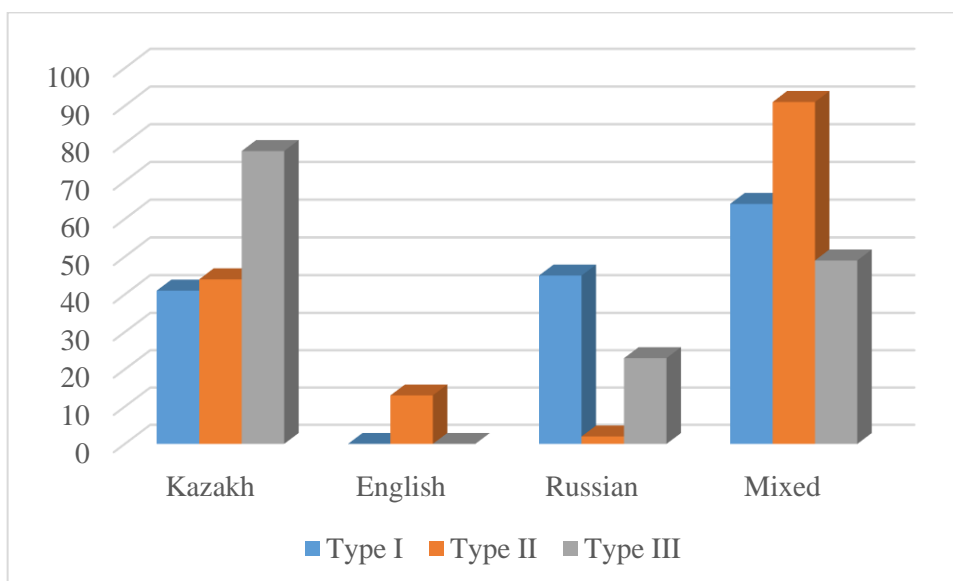


Figure 4. Perceived language status of hybrid words

The results indicate that when analyzing hybrid forms, students do not strictly adhere to language boundaries. Instead, they often view such words as mixed, particularly in English-Kazakh combinations. It appears that the tendency to classify Kazakh as part of third-type hybrids reflects the influence of morphological adaptation, through which these hybridized forms are perceived as more similar to Kazakh. Taken together, the results across all three types point to a flexible and context-sensitive understanding of language affiliation among students.

DISCUSSION

The analysis brings into focus a number of phenomena that shed light on how multilingualism operates in students' spontaneous communication on everyday topics.

In the present study, special attention is given to hybrid lexical forms that bring together elements from more than one language. Such forms emerge, for instance, when Russian or English lexical bases are integrated into Kazakh through the addition of native affixes, or when Kazakh roots are combined with Russian suffixes and inflectional markers. It is important to note here that the three languages convey grammatical meanings differently: in English, grammatical meanings are mainly expressed by prepositions, in Russian, by case endings and prepositions, in Kazakh, there are no prepositions, and grammatical meanings are conveyed only by case endings, postpositions and service names that are written together with the root or stand after the word. This type of hybridization refers to grammatical fusion, when grammatical elements of different languages are mixed, for example, a Kazakh ending is added to an English or Russian stem. Moreover, if an English or Russian word was initially used with a preposition, then in the hybrid form, the preposition is no longer used, but a Kazakh inflection is added. This type of intercultural mixed word formation consists of the fact that non-native Russian or English words become "localized" and, through the addition of Kazakh endings, they become similar to Kazakh words.

A particularly notable pattern of grammatical fusion is a blend of English and Kazakh elements. In these cases, English lexical items are systematically integrated into Kazakh grammatical structures, with Kazakh serving as the structural framework for the borrowed material. This general pattern accounts for more than a small portion of the collected data (12.8%), but so far, it has received little attention in studies of Kazakh multilingualism and its specific form of bilingual practice in Kazakhstan. The findings of the current study align with those documented by the international community, who have described similar hybridization mechanisms in English and Russian [22]. These authors suggest that English lexical roots and Russian suffixes merge as a form of semantic "exotization", leading to associations of informality, ease of use, and friendliness, which are positively received by local Russian-speaking communities. Similar connotations of relaxed and informal interaction are also characteristic of students' everyday communication. This dimension of hybrid language use appears particularly promising for further investigation and may be explored in greater depth through the analysis of spontaneous interactions between Kazakh and other languages in the speech of young people.

Simultaneously, findings from this study show that the most common type of hybridization in the spontaneous speech of multilingual speakers in western Kazakhstan is the attachment of Kazakh affixes to Russian stems. This observation differs from the results found in previous research confirming that hybrid forms based on Kazakh roots, merged with Russian suffixes and inflectional markers, are the most typical pattern of bilingual language use in Kazakhstan. Previous studies have pointed out hybrid word formation in the Kazakhstani context mainly represents the interplay between Kazakh and Russian, where each language's relative importance is determined by situational and social factors [12]. L. Mirzoyeva et al., as mentioned [21], Kazakhstan's population generally operates in a bilingual setting where Kazakh tends to lead and Russian plays a more expressive and stylistic role.

Despite the extensive studies on multilingualism in Kazakhstan focusing on Kazakh-Russian bilingualism, this article shows that Kazakh, Russian, and English are used frequently by youths in

their natural speech in Kazakhstan. The balance between Russian and English in daily interactions of students indicates that the linguistic arrangement is not similar to that in other Central Asian contexts. Although Russian long served as a lingua franca throughout many post-Soviet and Asian regions [23], the symbolic position and status that it played in the language has been progressively destabilizing and less prestigious in the decades following the dissolution of the USSR [24]. Meanwhile, English has become more and more a global communicative resource: this has allowed new opportunities to use English internationally and for young people to cross those kinds of borders in new ways. It is generally used for modernity, quality, and world competitiveness [25].

Meanwhile, in the western area of Kazakhstan, bordering largely Russian-speaking regions, Russian remains a key language of cross-border and international communication. Although English is still less prominent than Russian in everyday Kazakh speech, the current research identifies a marked movement in the communicative scene of western Kazakhstan in favour of its growing presence. Unlike previous studies reporting that English within Kazakhstan mainly appears to be restricted in the area of academia and learning [13], our study highlights the fact that English is being more integrated into everyday speaking and a strong aspect of student youth's spontaneous speech.

CONCLUSION

Central to this study was the objective to explore the distinguishing characteristics of students' multilingual practices in the western region of Kazakhstan. The study had to take the opportunity to determine types of multilingualism which learners use in their daily life, with the intention of paying special attention to the structure and the semantics. A careful account of examples from Kazakh students' spontaneous speech yields a nuanced portrait of the way multilingual practices are engrained in the everyday exchanges of student youth in this area.

A close study of hybrid lexical forms shows three main ways of bringing grammatical fusion to be expressed. The predominant pattern is the attachment of Kazakh affixes to Russian stems, followed by such formations based on English stems. On the other hand, hybrid forms of Kazakh stems combined with Russian suffixes and inflectional markers are sporadic in the data. Furthermore, by textual and semantic analyses, an increasing presence of English in the Western Kazakhstan communicative space has been achieved.

Indeed, the results of the survey further indicate this fluidity of language categorization among young multilingual speakers in the region (where Kazakh, Russian, and English coexist and interact). Students' desire to see hybrid forms as mixed and not as simply a single language suggests an approach toward linguistic hybridity rather than rigid language borders. These findings could be taken as a contribution towards contemporary sociolinguistic conversations surrounding language interaction, multilingualism and language intermingling, and contribute to a better understanding of the language situation in western Kazakhstan.

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Қазақстанның Батыс өңірі студенттерінің күнделікті қарым-қатынасындағы көптілділік

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Соңғы жылдары әлеуметтік лингвистикада студент жастардың көптілді тәжірибелеріне көбірек көңіл бөлінуде. Бұл топты таңдау кездейсоқ емес: студенттер қоғамның ең әлеуметтік белсенді топтарының қатарына жатады және тілдік ортадағы өзгерістерге басқаларға қарағанда тезірек жауап береді. Олардың күнделікті қарым-қатынасы ресми, институционалдық деңгейде жиі байқалмайтын тілдік байланыс пен трансформацияның кең үдерістерін көрсетеді. Мақалада тілдік араласудың студенттердің аудиториядан тыс спонтанды, бейресми сөйлеуінде – үйде және басқа да кездейсоқ қарым-қатынас жағдайларында қалай көрінетініне арналған аралас әдіснаманы қолдана отырып жүргізілген зерттеу нәтижелері келтірілген. Эмпирикалық базаны Батыс Қазақстанның ірі қалаларының бірі Орал қаласында оқитын студенттердің табиғи әңгімелесулерінің аудиожазбалары құрады. Жиналған материалдарға мәтіндік және семантикалық талдау жасалды. Талдау көрсеткендей, студенттердің күнделікті сөйлеуінде грамматикалық сіңісу құбылысы кең таралған. Бұл құбылыс – әртүрлі тілдердің элементтерін бір сөз ішінде органикалық түрде кіріктірілуі. Мұндай кірігу тілдік икемділіктің жоғары дәрежесін және олардың ресурстарын біртұтас коммуникативті кеңістікте біріктіруге мүмкіндік беретін бірнеше тілдік жүйелерді еркін меңгергенін көрсетеді. Эмпирикалық мәліметтер негізінде грамматикалық кірігудің үш моделі анықталды: орыс лексикалық негіздеріне қазақ аффикстерінің; ағылшын лексикалық негіздеріне қазақ аффикстерінің; қазақ лексикалық негіздеріне орыс жұрнақтары мен флексияларының үйлесуі. Ең жиілігі кездесетіні бірінші модель болды, ал үшіншісі әлдеқайда сирек кездеседі. Бұл жұмыста сонымен қатар тілдік гибридтену нәтижесінде пайда болатын лексикалық бірліктердің негізгі семантикалық категориялары көрсетілген. Сауалнама деректері екі тілді грамматикалық кірігу элементтері бар сөздерді жіктеуде, әсіресе ағылшын және қазақ тілдерінің үйлесуі жағдайында айтарлықтай айырмашылықтардың болуын растайды. Сонымен қатар, мұндай бірліктердің көпшілігін сауалнамаға қатысушылар аралас тілдік формалар ретінде қабылдайтыны белгілі болды. Студенттердің күнделікті сөйлеуіне назар аудару көптілділік туралы дерексіз идеялардан асып түсуге және оның нақты коммуникативті тәжірибеде қалай жүзеге асырылатынын және түсіндіретінін көруге мүмкіндік береді. Нәтижелер грамматикалық кірігу студенттердің көптілді сөйлеу мінез-құлқында белсенді және жүйелік қызметін орындайтынын көрсетеді. Осылайша, зерттеу аймақтағы заманауи тілдік үдерістерге жергілікті бағытталған көзқарасты ұсынады және белгілі бір әлеуметтік-лингвистикалық жағдаят мәнмәтінінде көптілділік пен тілдік өзара әрекеттесу тәсілдерін қайта қарастыруға негіз бола алады.

Кілт сөздер: көптілділік, гибридтілік, жастар, күнделікті сөйлеу, грамматикалық сіңісу.

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Многоязычие в сфере повседневного общения студентов Западного региона Казахстана

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В последние годы в социолингвистике всё больше внимания уделяется многоязычным практикам студенческой молодёжи. Выбор именно этой группы не случаен: студенты относятся к числу наиболее социально активных слоёв общества и быстрее других реагируют на изменения в языковой среде. Их повседневное общение отражает более широкие процессы языкового контакта и трансформации, которые зачастую остаются незаметными на официальном, институциональном уровне. В статье представлены результаты исследования, выполненного с применением смешанной методологии, посвящённого тому, как языковое смешение проявляется в спонтанной, неформальной речи студентов вне аудитории – в домашних и иных непринуждённых ситуациях общения. Эмпирическую базу составили аудиозаписи естественных разговоров студентов, обучающихся в одном из крупнейших городов Западного Казахстана, Уральске. Собранные материалы были подвергнуты текстовому и семантическому анализу. Анализ показал, что в повседневной студенческой речи широко распространено явление грамматическое сращение – органичного соединения элементов разных языков в пределах одного слова или высказывания. Такое сращение свидетельствует о высокой степени языковой гибкости и свободном владении несколькими языковыми системами, позволяющем интегрировать их ресурсы в едином коммуникативном пространстве. На основе эмпирических данных были выявлены три наиболее типичных модели грамматической фузии: русские лексические основы с казахскими аффиксами; английские лексические основы с казахскими аффиксами; казахские лексические основы с русскими суффиксами и флексиями. Наиболее частотной оказалась первая модель, тогда как третья встречается значительно реже. В работе также выделены ключевые семантические группы лексических единиц, возникающих в результате языковой гибридизации. Данные опроса подтверждают наличие существенных различий в классификации слов, содержащих элементы двуязычной грамматической фузии, особенно в случаях сочетания английского и казахского языков. При этом большинство подобных единиц воспринимаются и обозначаются респондентами как смешанные языковые формы. Обращение к повседневной речи студентов позволяет выйти за пределы абстрактных представлений о многоязычии и увидеть, как оно реализуется и осмысливается в реальной коммуникативной практике. Полученные результаты свидетельствуют о том, что грамматическое сращение выполняет активную и системную функцию в многоязычном речевом поведении студентов. Тем самым исследование предлагает локально ориентированный взгляд на современные языковые процессы в регионе и может послужить основанием для переосмысления подходов к изучению многоязычия и языкового взаимодействия в контексте конкретной социолингвистической ситуации.

Ключевые слова: многоязычие, гибридность, молодежь, повседневная речь, грамматическое сращение.

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СОЦИОЛИНГВИСТИЧЕСКИЙ ПОРТРЕТ ДЕТЕЙ-БИЛИНГВОВ 5-10 ЛЕТ ЮЖНОГО РЕГИОНА КАЗАХСТАНА

Статья посвящена исследованию социолингвистического портрета детей-билингвов в возрасте 5-10 лет с доминирующим русским языком, проживающих в южном регионе Казахстана. Актуальность исследования обусловлена полиязычной средой, где казахский и русский языки сосуществуют в повседневной коммуникации, английский язык становится важным ресурсом образовательной и социальной мобильности.

Цель работы заключается в выявлении особенностей языковой компетенции, распределении языков в различных коммуникативных сферах, влияющих на формирование билингвизма у детей.

Эмпирическую базу исследования составили результаты анкетирования родителей 26 детей, включавших представителей казахской и русской этнических групп.

Использовались методы социолингвистического анкетирования, количественного анализа и сопоставительной языковой практики, что позволило комплексно охарактеризовать функционирование языков, особенности код-свитчинга и уровень метаязыкового сознания детей.

Результаты исследования выявили функциональное распределение языков и коммуникативные стратегии, демонстрирующие гибкость билингвальной компетенции. Формирование языковой личности детей определяется образовательной средой, семейной языковой политикой и социальными факторами, что подтверждает комплексное влияние социокультурного контекста на билингвальное развитие.

Ценность проведенного исследования заключается в представлении комплексной модели социолингвистического портрета-детей билингвов с учетом региональной специфики южного региона. Практическая значимость работы заключается в использовании полученных данных для разработки рекомендаций по поддержке и развитию раннего билингвизма и эффективной языковой социализации в полиязычной среде.