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Research article

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MULTILINGUALISM AND THE DEVELOPMENT OF THE KAZAKH LANGUAGE IN CONTEMPORARY KAZAKHSTAN

Abstract. Multilingualism is a defining feature of the sociolinguistic landscape of contemporary Kazakhstan and a key factor influencing the development of the Kazakh language. This study aims to examine how a multilingual environment affects the adaptation, enrichment, and functional development of the Kazakh language in modern sociocultural conditions. The research focuses on identifying trends in language use, lexical borrowing, and linguistic practices resulting from the interaction of Kazakh with Russian, English, and other languages. The study employs a mixed-methods approach, including qualitative analysis of language policy documents and educational materials, as well as a sociolinguistic survey and semi-structured interviews with students and teachers. Quantitative data were processed using statistical analysis tools to identify dominant patterns of multilingual language use. The findings show that multilingual practices foster the dynamic development of the Kazakh language by enhancing lexical expansion, adaptive language use, and communicative flexibility, particularly in educational settings. The results also confirm the central role of the Kazakh language in preserving cultural identity. The study contributes an integrated linguistic and sociolinguistic analysis and offers practical recommendations for language policy and educational programs supporting the sustainable development of the Kazakh language in a multilingual society.

Keywords: multilingualism, Kazakh language development, language policy, linguistic adaptation, cultural identity.

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Introduction

Multilingualism today is recognized as one of the defining characteristics of contemporary linguistic reality and plays a significant role in shaping cognitive processes, communication, and social identity (Yesengalieva, 2021). In multilingual societies, language interaction affects not only everyday communication but also linguistic structures, language planning, and cultural self-perception. For this reason, the study of multilingualism is particularly important in countries undergoing active political and sociocultural transformation.

In the post-Soviet context, multilingualism developed under conditions of long-term bilingualism and functional coexistence of national languages with Russian, while globalization has strengthened the role of English and expanded the spheres of language contact (Liddicoat & Kirkpatrick, 2020). Kazakhstan represents a unique sociolinguistic space where historical tradition, language policy, and modernization processes intersect, creating complex models of language interaction.

A significant body of research highlights how multilingual policy influences higher education, language choice, and institutional practices (Tussupbekova et al., 2018). Scholars emphasize that multilingualism in Kazakhstan functions as a multifaceted sociolinguistic phenomenon associated both with integration opportunities and with emerging contradictions (Sinyachkin & Sinyachkina, 2018). Attitudes toward trilingual education among young people demonstrate changing values and communicative preferences (Yeskeldiyeva & Tazhibayeva, 5). At the same time, the Kazakh language continues to serve as a marker of national identity and cultural continuity (Beisenova, 2013).

Contemporary studies also show that multilingual practices influence the development of terminology, knowledge transmission, and intercultural communication (Gil-Berrozpe & Faber, 2017). The formation of bilingualism and multilingualism is closely linked to demographic and educational processes (Nyiazbekova, 2015). Language policy increasingly functions as a mechanism for constructing national identity (Chernichkin, 2022), while multilingual education is framed as a strategic direction of national development (Chan, 2013). Multilingualism is also associated with processes of cultural self-reflection and the preservation of ethnocultural values (Bakhtikireeva et al., 2023), gradually supporting the transition from bilingualism to institutionalized multilingualism (Amalbekova, 2013).

Despite extensive scholarly attention, many linguistic consequences of multilingual practices for the Kazakh language remain insufficiently explored. In particular, there is a need to clarify how multilingualism affects lexical innovation, functional expansion, and the role of Kazakh in shaping cultural and national identity.

The object of this study is multilingualism in contemporary Kazakhstan, while the subject is the adaptation and development of the Kazakh language in a multilingual environment. The aim of the research is to analyze how multilingual practices influence the linguistic development of the Kazakh language and the sociocultural meanings associated with these processes.

Materials and methods

The present study examines the language situation in contemporary Kazakhstan, focusing on multilingualism and its influence on the development of the Kazakh language. The empirical material of the research consists of language policy documents of Kazakhstan, Kazakh-language textbooks and educational materials, scholarly and media publications on language use, as well as recorded examples of everyday and educational language practices. In total, 50 government-level policy documents, 30 textbooks and teaching materials, and 100 academic and

media texts were analyzed. In addition, 5 focus-group discussions and 50 semi-structured interviews with students and teachers were conducted. Such qualitative and quantitative representation of the material ensures the reliability of the conclusions and allows us to trace the interaction between institutional language planning and real communicative practices.

The research was guided by the following question: how does a multilingual environment affect the adaptation and development of the Kazakh language in modern Kazakhstan? The working hypothesis assumes that multilingual conditions contribute to the lexical enrichment and functional expansion of the Kazakh language, while also stimulating borrowing, code-mixing, and changes in language behavior that reflect current sociocultural processes.

The study was carried out in several consecutive stages: collection and systematization of documentary and educational materials; development of questionnaires and interview guidelines; conducting interviews and focus-group discussions; transcription and coding of qualitative data; and, finally, statistical processing and interpretation of the results. Throughout these stages, the analysis combined several complementary methods. Content and discourse analysis were applied to language policy documents and textbooks in order to identify domains of language use, functions of Kazakh, and types of lexical borrowing. Thematic coding of interviews and focus-group materials made it possible to reveal dominant communicative strategies and speakers' attitudes toward multilingual practices. Quantitative data were processed using descriptive statistics to identify frequency patterns and general trends.

To ensure methodological transparency, all qualitative data were coded using the program QDA Miner, while statistical calculations were performed in SPSS. Interviews and discussions were recorded on digital devices and subsequently transcribed. The methodological novelty of the study lies in the integration of documentary analysis, educational discourse, and real communicative practices, which makes it possible to show how language policy initiatives are transformed into everyday multilingual behavior and concrete linguistic changes. The chosen set of materials and methods corresponds to the aims of the study and allows us to obtain valid answers to the formulated research question and to verify the proposed hypothesis.

Results and discussion

The results of the present study provide new empirical insight into how multilingual practices shape the contemporary development of the Kazakh language. While previous research has largely concentrated on policy frameworks, identity issues, and the sociolinguistic status of Kazakh, far less attention has been paid to everyday language use, educational practices, and the concrete linguistic changes occurring under the influence of multilingualism. The findings obtained from surveys, interviews, classroom experiments, and the analysis of educational materials make it possible to observe how Kazakh adapts to new communicative environments while preserving its cultural and symbolic functions.

In this section, the results are interpreted in relation to previous studies and discussed from linguistic, sociolinguistic, and pedagogical perspectives. Special attention is given to lexical borrowing, code-mixing, functional expansion, and students' attitudes toward multilingual communication. The comparison of our data with earlier research helps reveal both convergences and contradictions, demonstrating that multilingualism not only presents challenges for language maintenance, but also serves as a significant resource for innovation, enrichment, and the strengthening of national identity in modern Kazakhstan.

Multilingualism is one of the key determinants shaping the linguistic landscape of contemporary Kazakhstan. The empirical data obtained in this study demonstrate that multilingual

practices influence not only patterns of communication but also lexical development, functional distribution of languages, and identity construction. The research stages, procedures, and instruments are summarized in Table 1, which shows the sequence of data collection, coding, and interpretation. Such design ensured methodological transparency and triangulation of results, consistent with previous studies on language policy and multilingual education (Liddicoat & Kirkpatrick, 2020; Tussupbekova et al., 2018).

Table 1. Research stages and procedures

| Stage | Description | Instruments / Sources |
|---------|--|--|
| Stage 1 | Literature review on multilingualism and Kazakh language development | Scholarly articles, policy documents |
| Stage 2 | Collection of empirical materials | Textbooks, government documents, media discourse |
| Stage 3 | Sociolinguistic survey and interviews | Questionnaires, semi-structured interviews |
| Stage 4 | Data coding and categorization | QDA Miner |
| Stage 5 | Statistical interpretation | SPSS |
| Stage 6 | Interpretation and discussion | Comparative and sociolinguistic analysis |

As shown there, the research combined policy document analysis, textbook examination, sociolinguistic surveys and interviews, followed by qualitative coding and statistical interpretation. Such a mixed approach allowed triangulation of results and increased the reliability of interpretations (Tussupbekova et al., 2018; Liddicoat & Kirkpatrick, 2020).

The analysis revealed four dominant models of language behavior in multilingual contexts:

- (1) code-switching,
- (2) borrowing and calquing,
- (3) hybrid syntactic constructions,
- (4) domain-based language distribution.

These patterns are presented in Table 2. As shown, speakers strategically alternate languages depending on topic, audience and communicative goal, which supports earlier sociolinguistic observations (Sinyachkin & Sinyachkina, 2018; Yesengalieva, 2021).

Table 2. Forms of multilingual language use

| Type of practice | Description | Example |
|------------------------------|--|---|
| Code-switching | Alternation between Kazakh and Russian/English | “meeting-ке барайық” |
| Borrowing | Direct lexical borrowing | “документ”, “команда”, “онлайн” |
| Hybrid constructions | Mixing grammatical structures | “Мен submit еттім” |
| Domain-based language choice | Different languages for different spheres | Kazakh (home), Russian (work), English (IT) |

A significant part of the borrowed lexicon comes from Russian and English and is most frequent in domains such as technology, education and administration. However, the data indicate that borrowing does not lead to structural erosion. Instead, lexical items undergo phonetic, morphological, and semantic adaptation. The mechanisms of this adaptation are outlined in Figure 1, which schematically demonstrates the trajectory from foreign lexical input to fully integrated Kazakh units.

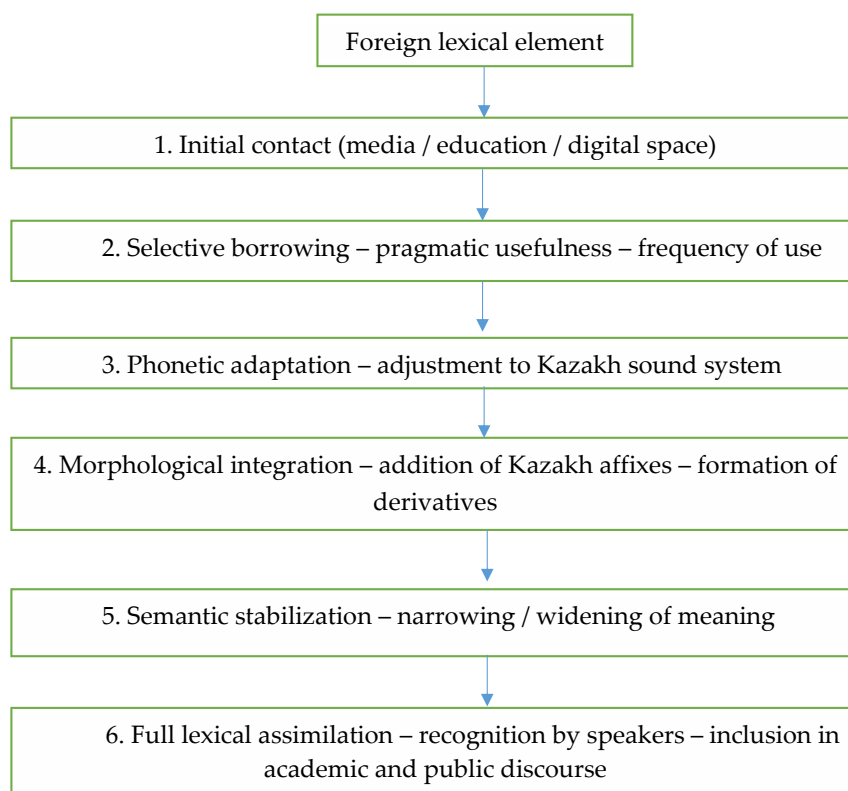


Figure 1. Adaptation mechanisms

Survey findings confirm that multilingualism is perceived ambivalently. On the one hand, some respondents express concern about the excessive use of foreign elements. On the other hand, a larger proportion consider multilingual practices a resource that increases communicative flexibility and access to knowledge. These tendencies are consistent with observations regarding identity formation and cultural continuity (Beisenova, 2013; Aliyeva, 2015). A synthesis of key attitudes by respondent groups is systematized in Table 3.

Table 3. Key research results

| Category | Findings | Supporting literature |
|---------------------|---|---|
| Language adaptation | Kazakh absorbs borrowings without losing core structure | Yesengalieva, 2021; Liddicoat & Kirkpatrick, 2020 |
| Educational context | Multilingual education motivates students | Tussupbekova et al., 2018 |
| Identity | Kazakh remains central to cultural identity | Aliyeva, 2015; Beisenova, 2013 |
| Challenges | Need for methodical support and terminology regulation | Nyiazbekova, 2015 |

Experimental classes and classroom observations demonstrated that the integration of multilingual approaches, interactive platforms, and digital tools significantly increases motivation to use Kazakh in academic contexts. The correlation between instructional format and language engagement is presented in Figure 2. These results align with recent educational findings emphasizing technologically mediated multilingual pedagogy.

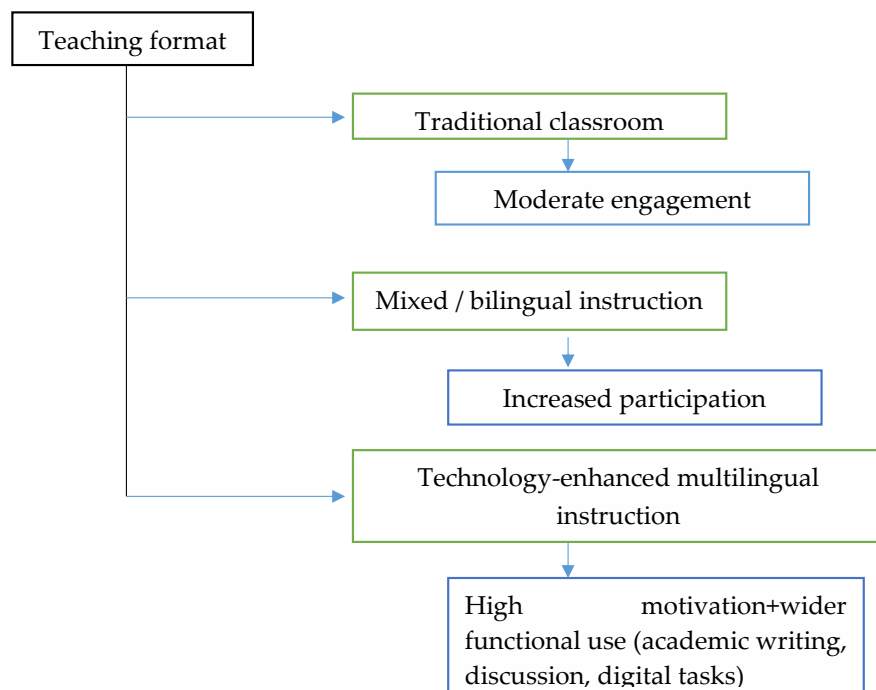


Figure 2. Influence of teaching format on Kazakh language usage

Finally, when compared with earlier research, the present findings contribute to new evidence regarding lexical adaptation and everyday language practices. While previous works focused predominantly on policy and ideology, the current study highlights micro-level mechanisms through which multilingualism functions as both a challenge and a developmental driver. The consolidated interpretation of theoretical and empirical results is shown in Table 4.

Table 4. Summary interpretation of findings

| Component / Variable | Empirical finding | Interpretation | Consistency with previous studies | Practical implications |
|------------------------------------|---|--|--|---|
| Language use patterns | Frequent code-switching and hybrid constructions among students and teachers | Multilingual environment normalizes flexible language behavior | Supports: Yesengalieva (2021); Sinyachkin & Sinyachkina (2018) | Teaching should consciously manage, not suppress, code-switching |
| Borrowings and lexical innovations | High proportion of Russian and English lexical items in technology, education and digital communication | Borrowing functions as adaptation to new communicative domains | Consistent with Beisenova (2013); Liddicoat & Kirkpatrick (2020) | Need official terminology development and lexical standardization |
| Structural stability of Kazakh | Core grammar remains stable despite lexical influx | Multilingualism enriches rather than destroys structure | Partly contrasts alarmist views in public discourse | Focus on regulated integration, not prohibition |
| Attitudes toward multilingualism | Mixed perceptions, but majority evaluate it positively | Multilingualism perceived as resource, not threat | Matches Aliyeva (2015); Amalbekova (2013) | Promote balanced multilingual identity in education |
| Educational context | Digital and multilingual instruction increases motivation and active language use | Pedagogical format mediates language development | Correlates with global multilingual pedagogy trends | Integrate project, digital and bilingual modules |
| Policy and practice gap | Policies emphasize Kazakh, but classroom realities remain mixed-language | Implementation is adaptive and situational | Tussupbekova et al. (2018) | Align policy tools with real communicative practices |

Overall, the results suggest that multilingualism in Kazakhstan does not weaken the Kazakh language. Rather, it stimulates functional diversification, enriches vocabulary and reinforces cultural symbolism—provided that educational policy remains consistent, and pedagogical strategies support conscious, balanced multilingual development.

Conclusion

The conducted research made it possible to comprehensively assess the influence of multilingualism on the development of the Kazakh language under contemporary sociocultural conditions. The results demonstrate that multilingual practices shape not only communication patterns, but also lexical enrichment, functional expansion, and symbolic value of the Kazakh language.

The empirical data confirmed that young speakers actively combine Kazakh, Russian, and English in everyday interaction, while educational discourse increasingly incorporates foreign lexical elements. At the same time, the structural core of the Kazakh language remains stable: borrowed units undergo phonetic and morphological adaptation and gradually become integrated into the linguistic system. Experimental teaching formats showed that multilingual and technology-enhanced instruction significantly increases students' motivation and engagement with Kazakh.

Thus, the findings support the central assumption of this research: multilingualism functions not as a threat, but as a developmental resource for the Kazakh language, provided that it is accompanied by thoughtful language planning and pedagogical support.

The study also revealed several directions for future research. These include a more detailed analysis of grammatical adaptation processes, longitudinal monitoring of language practices among different social groups, and the development of scientifically grounded terminology policies. The practical results may be applied in curriculum design, teacher training, and the improvement of national language policy in a multilingual society.

Conflicts of interests, acknowledgements and funding information

The article contains no conflicts.

The use of AI tools

AI tools were used to adapt the References sections in accordance with the journal's technical requirements, to standardize them, and to translate them into English accurately and in accordance with scientific standards.

Contribution of the authors. **A.K. Dildabekova** developed the overall research concept, defined the objectives and methodology, and contributed to the interpretation of the results; she also prepared and edited the final version of the manuscript and approved it for publication. **L.K. Karabayeva** was responsible for data collection, including surveys and analysis of educational materials, carried out the statistical processing of the data, and participated in writing the “Materials and Methods” and “Results” sections. **G.F. Sultanova** conducted the analytical review of the literature, compared the findings with previous studies, critically revised the content of the article, and contributed to the formulation of conclusions and recommendations, ensuring the accuracy of terminology and references. All authors approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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Қазіргі Қазақстандағы көптілділік және қазақ тілінің дамуы

Андатпа. Қазіргі Қазақстанның әлеуметтік-лингвистикалық кеңістігінің айқындаушы белгісі болып табылатын көптілділік қазақ тілінің дамуына ықпал ететін маңызды факторлардың бірі болып саналады. Бұл зерттеу жұмысының мақсаты – көптілді ортаның қазақ тілінің бейімделуіне, байытылуына және оның функционалдық даму үдерісіне қазіргі әлеуметтік-мәдени жағдайларда қалай әсер ететінін айқындау. Зерттеуде қазақ тілінің орыс, ағылшын және басқа да тілдермен өзара әрекеттесуі нәтижесінде тілдік қолданыс үрдістері, лексикалық кірме бірліктер және тілдік тәжірибелердің қалыптасу ерекшеліктері талданады. Зерттеу барысында аралас әдіснама қолданылды: тіл саясатына қатысты құжаттар мен оқу материалдарының сапалық талдауы, сондай-ақ студенттер мен оқытушыларға жүргізілген әлеуметтік-лингвистикалық сауалнама мен жартылай құрылымданған сұхбаттар пайдаланылды. Сандық деректер көптілді тілдік қолданыстың басым үлгілерін анықтау мақсатында статистикалық талдау құралдары арқылы өңделді. Зерттеу нәтижелері көптілді тәжірибенің қазақ тілінің динамикалық дамуына, лексикалық қордың кеңеюіне, тілдің бейімделу мүмкіндіктерінің артуына және коммуникативтік икемділіктің көбеюіне ықпал ететінін көрсетті, әсіресе білім беру саласында бұл үрдіс айқын байқалады. Сонымен қатар, алынған деректер қазақ тілінің мәдени бірегейлікті сақтаудағы орталық рөлін қуаттайды. Жүргізілген жұмыс қазақ тілінің көптілді қоғамдағы орны мен даму ерекшеліктерін лингвистикалық және әлеуметтік-лингвистикалық тұрғыдан кешенді талдап,

тіл саясаты мен білім беру бағдарламаларын жетілдіруге бағытталған практикалық ұсыныстар ұсынады.

Түйін сөздер: көптілділік, қазақ тілінің дамуы, тіл саясаты, лингвистикалық бейімделу, мәдени бірегейлік.

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Многоязычие и развитие казахского языка в современном Казахстане

Аннотация. Многоязычие является определяющей характеристикой социолингвистического пространства современного Казахстана и одним из ключевых факторов, влияющих на развитие казахского языка. Цель данного исследования — выявить, каким образом многоязычная среда влияет на адаптацию, обогащение и функциональное развитие казахского языка в современных социокультурных условиях. Исследование сосредоточено на анализе тенденций языкового употребления, процессов лексического заимствования и языковых практик, возникающих во взаимодействии казахского языка с русским, английским и другими языками. В работе использован смешанный методологический подход, включающий качественный анализ документов по языковой политике и учебных материалов, а также социолингвистический опрос и полуструктурированные интервью со студентами и преподавателями. Количественные данные были обработаны с применением статистических инструментов для выявления доминирующих моделей многоязычного использования языка. Результаты исследования показывают, что многоязычные практики способствуют динамическому развитию казахского языка, расширению его лексического состава, повышению адаптивности и коммуникативной гибкости, особенно в образовательной сфере. Кроме того, полученные данные подтверждают центральную роль казахского языка в сохранении культурной идентичности. Исследование предлагает комплексный лингвистический и социолингвистический анализ и формулирует практические рекомендации для языковой политики и образовательных программ, направленных на устойчивое развитие казахского языка в условиях многоязычия.

Ключевые слова: многоязычие, развитие казахского языка, языковая политика, лингвистическая адаптация, культурная идентичность.

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