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**PRAGMATIC FUNCTIONS OF CODE-SWITCHING IN ACADEMIC
DISCOURSE OF A MULTILINGUAL UNIVERSITY CLASSROOM**

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Abstract. The present study focuses on the role of code-switching in the academic discourse of a multilingual university classroom, where language choice does not remain fixed but develops gradually in interaction. The research draws on observations conducted with first-year students over the course of one semester in a naturally occurring educational setting. At the initial stages, participation in English discussions was often accompanied by hesitation, slightly noticeable in pauses or incomplete utterances and, in some cases, by a shift into another language.

The aim of the study is to examine how code-switching functions in real classroom communication and to determine its role in sustaining interaction under conditions of linguistic uncertainty. The methodological framework is based on qualitative research, including systematic classroom observation, teacher field notes, and the analysis of recorded discussions. Rather than measuring frequency, the analysis concentrates on communicative situations in which language alternation becomes relevant.

The findings indicate that code-switching does not simply compensate for lexical gaps. It appears at specific moments - during clarification, argumentation, or when a speaker attempts to refine meaning and, over time, becomes part of the interaction itself. In several cases, language switching helped maintain

the continuity of thought, even when expression in a single language seemed temporarily limited.

The study suggests that code-switching should be considered not as a deviation from academic norms, but as an adaptive communicative practice that supports meaning-making and participation. Its significance lies in revealing how multilingual resources are used in real academic contexts, where communication is shaped not only by linguistic competence but also by situational and interactional factors.

Keywords: code-switching, multilingual classroom interaction, academic discourse development, communicative strategies, language alternation in education, meaning-making processes, student participation dynamics, resources of language

Introduction

In fact, the educational space of the modern university has long transcended the boundaries of the monolingual academic environment and has become an arena for interplay between students with varying linguistic experiences. In classes conducted in a multilingual classroom, it is not only carried out within the boundaries of a single language. The students, while expressing their ideas, opinions or explaining complex concepts, tend to use more than one linguistic resource at a time. In such a context, language switching is an integral feature of academic discourse, which enables the students to maintain the speech process. This phenomenon, which takes place in a multilingual university classroom, is not an amalgamation of two language systems; it is viewed as a pragmatic action for a particular communicative purpose.

In recent years, the phenomenon of language switching in multilingual academic environments has attracted increasing attention in linguistic research. In many studies, code-switching is described as a natural feature of bilingual and multilingual communication, sometimes associated with identity and social positioning and in other cases understood as a communicative strategy employed by speakers; however, despite this growing body of work, its pragmatic function in real academic discourse remains insufficiently clarified. This becomes particularly evident in intellectually demanding contexts such as literary text analysis, debate or collaborative discussion, where language use does not follow predefined patterns but develops in response to interaction as it unfolds. From this perspective, Li Wei's interpretation of translanguaging provides an important point of reference, as it allows language alternation to be seen not as a mechanical shift between separate systems, but as a practical way in which multilingual speakers organize meaning in real interaction. As Li Wei notes, the value of translanguaging becomes especially visible where communication cannot be fully contained within the boundaries of a single named language; when this view is applied to the present study, code-switching appears less as a

disruption and more as a moment in which thought continues - sometimes with slight hesitation, in some cases through partial reformulation - as speakers draw on available linguistic resources to sustain academic interaction [1].

In this regard, academic discourse in a multilingual university classroom is an essential area of research to examine the communicative mechanisms of language switching. If students of different linguistic backgrounds are in the same academic environment, they don't only depend on language standards that are predetermined. In fact, they even make use of different languages to make up for what they lack, to make complex ideas clear, or to convey what they think more adequately. It has been noted that language switches are not arbitrary, as they have a particular pragmatic function.

The object of this study is academic discourse in a multilingual university classroom. The subject of the study is the pragmatic functions of language switching that arise during academic communication. The aim of the study is to determine the communicative and pragmatic role of language switching observed in the context of discussions and group discussions in a multilingual university classroom. To achieve this goal, the following tasks were set: to identify communicative situations in which language switching occurs in academic discourse; to analyze the reasons for the exchange of languages during speech in a multilingual classroom; to describe the pragmatic functions of language switching, such as expressing opinions, explaining and clarifying meaning.

García, Johnson and Seltzer describe the multilingual classroom as a space in which students do not treat their linguistic resources as separate and rigid systems but instead draw on them as part of a developing and integrated repertoire [2]. From this perspective, academic interaction may be sustained through the flexible use of more than one language, particularly in situations where meaning needs to be negotiated or clarified. This view provides a useful framework for interpreting the material examined in the present study, which is based on the observation of naturally occurring speech situations in a multilingual classroom. The data were collected during academic lessons, including discussions and group work, where students engaged in collaborative tasks and exchanged ideas in real time. The observations indicate that language switching does not occur randomly; rather, it emerges in response to communicative needs and appears to function as a resource that supports interaction. In some cases, it allows speakers to maintain the flow of discussion, especially when a precise formulation is still in progress or when hesitation becomes noticeable. In this respect, the findings contribute to a more nuanced understanding of the linguistic organization of academic discourse in multilingual university settings, suggesting that flexible language use plays a role not only in communication, but also in the development of participation itself.

Materials and methods

The empirical base of the study took shape gradually through regular classroom work, rather than within a specially designed experimental framework. The material did not emerge all at once; it accumulated over time, in fragments, as attention was drawn to how students spoke during discussion - at moments of hesitation, when ideas were still forming or when they were trying to make themselves understood more precisely. These observations suggest that classroom interaction develops unevenly, often depending on how comfortably participants can draw on their available linguistic resources. In this respect, the perspective proposed by Cenoz and Gorter becomes particularly relevant, as they argue that pedagogical translanguaging proves productive when multilingual practices are not treated as disorder, but as meaningful educational resources [3]. When viewed alongside the present data, this implies that language flexibility does not simply accompany interaction but may actively support it, allowing students to remain engaged in discussion and, over time, to participate more confidently in the development of academic discourse.

At first, these moments appeared incidentally. Later, they began to form a pattern.

Table 1. Description of the research setting and participants

Group	Code	Number of students	Linguistic composition	Language use in classroom	Type of interaction
Kazakh group	FI-25-3κ1	23	Kazakh-speaking students	Kazakh and Russian (in mixed sessions)	Discussion, text interpretation
Russian group	FI-25-7r	18	R u s s i a n - s p e a k i n g students	Russian and Kazakh (in joint classes)	Discussion, argumentation
Turkmen group	FI-25-2r4	23	T u r k m e n - s p e a k i n g students	Russian with shifts to Turkmen and occasional Kazakh	Discussion, clarification, group work

The authors' own development

As shown in Table 1, the multilingual composition of the groups created conditions in which two or more languages were regularly involved in classroom interaction. The observations were conducted over one academic semester with first-year student groups. In total, three groups were included in this study: Kazakh group (FI-25-3κ1, 23 students), Russian group (FI-25-7r, 18 students) and Turkmen group (FI-25-2r4, 23 students). The linguistic characteristics of these groups created a setting in which multiple languages coexisted within a single academic space. There were situations where Kazakh and Russian groups students were combined to study together, where interaction happened using both languages. There were situations, especially with the Turkmen group, where Russian was used as a main medium of instruction. Nevertheless, this does not

always guarantee effective communicative processes. When the students face difficulties in expressing complex ideas, there have been moments where their native Turkmen language comes through before finally reaching a common ground for effective communication. There were moments where the instructor's speech would use Kazakh, adding one more layer to the communicative process. As a result, classroom communication in these groups developed across two or at times, three languages simultaneously.

The material for analysis consisted of fragments of classroom discourse that emerged during discussion and the collective interpretation of academic content, without the use of specially designed experimental tasks. Attention was directed to naturally occurring communicative situations, such as the exchange of opinions, clarification of meaning, or the gradual construction of an argument in a group setting. In literature classes, this often took the form of interpretative work, where students commented on meaning, evaluated ideas and responded to one another's perspectives; in language classes, similar patterns could be observed during the explanation of linguistic forms, short discussions, and collaborative exercises. Across these contexts, language alternation did not follow a fixed pattern, but appeared where it was needed, sometimes at moments when formulation was still in progress or when meaning required further refinement. This observation can be viewed in relation to Macaro's work on English-medium instruction, which suggests that language and content cannot be easily separated when students engage with cognitively demanding material [4]. From this standpoint, the shifts between languages observed in the present study may be understood not as avoidance, but as part of an ongoing effort to remain engaged with academic content and to sustain participation in the process of meaning construction.

All observations were recorded in the form of written notes taken during and immediately after the lessons. These notes have focused on those episodes where a clear change in language is observable, especially where this change has an impact on the progression of the interaction. The aim is not to describe every change in language use, but to focus on those episodes where the impact of language change is observable.

The analysis unfolded in several stages and did not follow a strict linear procedure. At the initial stage, the collected fragments were reviewed to identify recurring situations in which language switching appeared. This was followed by a more detailed examination of the communicative context surrounding each instance: what preceded the shift, how it developed, and how the interaction continued afterwards. Particular attention was given to the function of these moments within discourse - whether they contributed to clarification, supported the expression of an idea, or helped maintain the continuity of dialogue. In some cases, the shift occurred almost unnoticed; in others, it coincided with hesitation, when the formulation was still taking shape. This way of approaching the data corresponds with Lin's view that language use in multilingual classrooms

should be understood as dynamic, situated, and shaped by actual communicative demands [5]. When considered in relation to the present study, this suggests that code-switching does not arise in isolation but tends to emerge precisely at those points where interaction requires additional support, allowing communication to continue without interruption.

Creese and Blackledge demonstrate that translanguaging in educational settings is closely connected to identity work, as speakers position themselves socially and interactionally through their language choices [6]. At the same time, when their perspective is considered alongside the present study, it becomes evident that classroom code-switching cannot be reduced to identity-related functions alone. The analysis suggests that it is also closely linked to the practical management of meaning in academic interaction, particularly in situations where ideas are still developing or require further clarification. In this sense, multilingual discourse may remain coherent even when participants do not remain within a single linguistic code, as language alternation appears to support rather than disrupt the flow of communication. Methodologically, the study is grounded in approaches associated with discourse analysis and the pragmatic interpretation of language use, where language switching is not treated as an isolated structural feature, but as part of a broader communicative process. From this perspective, code-switching is examined within the context of academic interaction itself, where it tends to emerge at specific moments - sometimes with slight hesitation, sometimes as part of ongoing formulation - when the flow of speech requires additional support. This pattern suggests that language switching in a multilingual classroom is not random but reflects the adaptive nature of linguistic behavior in real academic settings.

Results and discussion

The process of classroom interaction observed over the course of the semester did not develop in a steady or uniform manner. At times it progressed with hesitation; at other moments it became more fluid, depending on how confidently students were able to express their ideas. Within this dynamic, language switching did not appear as an external or disruptive factor. Rather, it seemed to emerge from within the discourse itself, particularly at points where a single language was no longer sufficient to carry the thought forward. This observation can be considered in light of the perspective proposed by García and Li Wei, who argue that multilingual speakers draw on an integrated linguistic repertoire rather than on separate and fully isolated language systems [7]. When viewed from this standpoint, the movement between languages observed in the present classroom data does not interrupt communication. Instead, it allows interaction to continue, often without being perceived by participants as a break, even in cases where the formulation of meaning is still in progress or where slight hesitation becomes noticeable.

One of the first patterns that became noticeable concerned moments of hesitation. When students were searching for an appropriate word or trying to structure an idea, a brief pause often preceded a shift into another language. These transitions were not marked by any explicit intention. They occurred quietly, almost instinctively. Yet they allowed the speaker to continue. In such cases, language switching functioned as a means of maintaining the continuity of speech rather than interrupting it.

A different type of situation emerged when students attempted to clarify meaning, which became especially noticeable in the discussion of literary texts. In such cases, a term introduced in one language was often paraphrased or reformulated in another. This repetition did not appear redundant; rather, it carried a slightly different nuance, as if the second formulation helped to stabilize or anchor the meaning that remained uncertain in the first. In these moments, switching between languages functioned as a tool for semantic clarification, allowing students to refine their understanding while continuing the discussion. This observation can be considered in relation to Matras's view of language contact as a natural outcome of overlapping linguistic environments rather than an exceptional or accidental phenomenon [8]. From this perspective, the multilingual classroom discourse observed in the present study may be understood not as a deviation from pedagogical order, but as an expected form of interaction, where language alternation supports the gradual construction of meaning and the continuity of academic communication.

Yet another pattern that emerged was associated with more complex ideas being expressed. When a conversation went beyond simple answers and required interpretation or evaluation, it did not necessarily follow that a student remained within a single linguistic framework. A thought that started in Russian may have continued in Turkmen or Kazakh before being completed. Such shifts did not weaken the structure of discourse. On the contrary, they allowed the idea to unfold more fully.

Language switching also played a noticeable role in shaping the dynamics of classroom discussion. Students often responded in a different language from the one used by the previous speaker, yet this did not lead to fragmentation of interaction. On the contrary, it seemed to create a flexible conversational space in which participants were able to engage with one another without being constrained by a single linguistic code. Similar patterns became visible in group work, where interaction moved freely across languages, particularly when students were working toward a shared understanding or attempting to align their interpretations. In such moments, the choice of language appeared less fixed and more responsive to the immediate needs of communication. This observation can be interpreted in light of Canagarajah's notion of translingual practice, which emphasizes how speakers coordinate available linguistic resources in order to sustain communication even when strict language boundaries might otherwise limit expression [9]. Within the context of the present study, this perspective

supports the view that code-switching is not an external interruption, but rather part of the unfolding logic of discourse, allowing interaction to continue while meanings are negotiated and refined.

At times, language switching carried an additional expressive weight that went beyond its immediate communicative function. Some words or short phrases appeared in a student’s native language regardless of how the rest of the utterance was constructed and these brief insertions, although minimal in form, were often meaningful. They seemed to provide emphasis, evaluation or an emotional nuance that might not have been conveyed with the same clarity in another language. This observation can be considered alongside the study by Novozhilova, Baiteliyeva, and Gribenyuk, which indicates that supportive instructional strategies can strengthen learners’ confidence and sustain active participation in language-related tasks [10]. Although their work focuses on scaffolding rather than directly on code-switching, it offers a useful parallel: in both cases, flexible forms of support appear to reduce communicative hesitation and allow students to remain engaged in academic interaction, even when expression is not fully stable.

The recurring nature of these situations made it possible to identify several functional patterns of language switching. These patterns are summarized in Table 2.

Table 2. Pragmatic functions of language switching in classroom discourse

Situation of use	Description	Example of interaction	Pragmatic function
Hesitation or lexical search	A speaker pauses and shifts to another language while searching for an appropriate word	A student begins speaking in Russian, pauses, and completes the idea in Kazakh or Turkmen	M a i n t a i n i n g continuity of speech
Clarification of meaning	Switching occurs when a concept needs further explanation	A term is introduced in one language and then explained in another	Clarifying meaning
Expression of complex ideas	A shift occurs when a thought cannot be fully expressed in one language	A discussion starts in Russian and continues in Turkmen to complete the idea	Expanding expressive capacity
Response in discussion	Language switching appears when reacting to another participant’s statement	A student responds in a different language from the previous speaker	Supporting interaction dynamics
G r o u p collaboration	Participants use different languages while working together	M i x e d - l a n g u a g e interaction during group tasks	F a c i l i t a t i n g cooperation
E m o t i o n a l or evaluative emphasis	A shift is used to add emphasis or express attitude	Key words or phrases are expressed in the speaker’s native language	Adding expressive nuance

Source: authors’ own development

The categories listed above were not arrived at as a pre-established classification. Rather, they were developed through gradual observation of classroom interaction. What is significant in the above formulation is not the number of categories, but the fact that language switching was related to certain communicative needs.

The categories presented above did not emerge as a fixed classification. Rather, they were shaped gradually through repeated observations of classroom interaction. It is important to note that the key aspect here is not the number of categories, but the fact that language switching occurred in relation to specific communicative needs. In this sense, switching between languages is less about signalling belonging and more about sustaining the process of meaning-making itself.

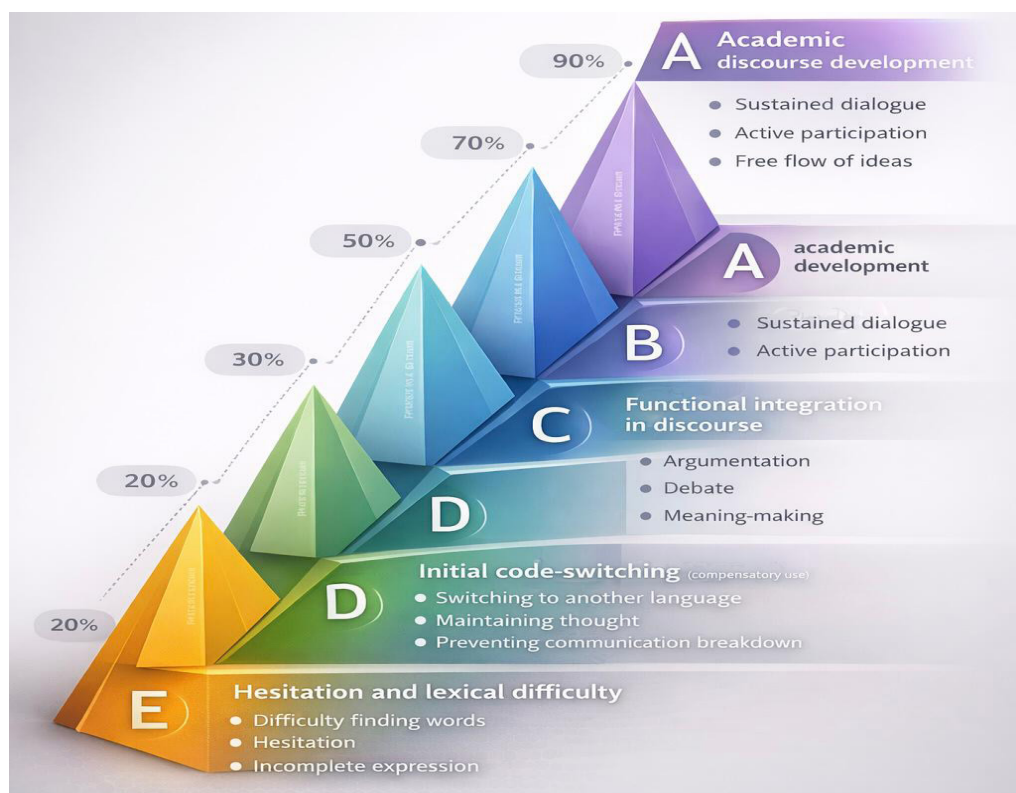


Figure 1 – Stages of code-switching development in academic classroom interaction

The figure shows how code-switching develops in classroom interaction across several stages, presented in an ascending sequence and marked with percentages that reflect the gradual stabilization of language use. At the initial stage (20%), communication is characterized by hesitation, lexical difficulty,

and incomplete expression, where speech is often interrupted. At the next level (30%), switching between languages begins to appear more clearly and helps students maintain the flow of speech when linguistic resources are limited. In the middle stage (50%), language alternation is used for clarification, as students explain, repeat, and adjust meaning, which makes interaction more stable. At a higher level (70%), switching is no longer limited to difficulty but becomes part of discussion itself, supporting argumentation and explanation. The final stage (90%) represents a more developed form of academic interaction, where participation is more active and communication becomes continuous, with fewer interruptions.

Overall, the figure reflects a gradual shift from unstable communication to a more confident and functionally integrated use of multilingual resources.

This observation can be considered alongside the findings of Seidin and colleagues, who show that code-switching in university classrooms is not necessarily perceived as a disruption, but may support the flow of discussion and help maintain interaction in situations of linguistic difficulty [11]. From this perspective, language switching in academic discourse may be understood not as a deviation from normative language use, but as an adaptive response to the demands of communication. It tends to emerge at those moments where explanation requires precision, where interaction depends on continuity or where thought cannot be fully contained within a single linguistic form. In this sense, the multilingual classroom appears not as a space of linguistic fragmentation, but as a space of subtle coordination between languages, where academic dialogue is sustained through the flexible use of available linguistic resources.

Conclusion

The purpose of this study was to examine the pragmatic functions of code-switching in the academic discourse of a multilingual university classroom and to determine how language alternation supports the continuity of interaction in real communicative situations. This objective was approached through qualitative analysis based on systematic classroom observation conducted over one academic semester, with particular attention given to naturally occurring episodes of discussion, clarification, and collaborative interpretation among first-year students from different linguistic backgrounds.

The methodological design, which avoided artificially constructed tasks and relied instead on naturally emerging interaction, made it possible to observe language switching as it occurred in authentic academic settings. The analysis of classroom discourse fragments, supported by field notes and close examination of communicative contexts, showed that code-switching consistently appeared at specific moments rather than randomly. These moments were often associated with hesitation - sometimes slightly, almost unnoticeable-lexical search, or the need to refine meaning in the process of developing an idea.

The findings demonstrate that code-switching fulfills several interconnected pragmatic functions. It supports the continuity of speech when a single language proves temporarily insufficient; it facilitates clarification, particularly in the interpretation of academic content; and it expands the expressive capacity of speakers when dealing with more complex ideas. In addition, language alternation contributes to the dynamics of interaction itself, allowing participants to engage in discussion without being restricted to a single linguistic code. In group work and collective interpretation, this flexibility becomes especially visible, as interaction moves across languages while maintaining coherence.

At the same time, the development of code-switching observed in the study does not follow a strictly linear trajectory. In the initial stages, switching appeared more fragmented and, in some cases, slightly hesitant. However, as interaction became more stable, its function shifted. It gradually moved beyond a purely compensatory role and became integrated into the structure of discourse, supporting argumentation, explanation, and collaborative meaning-making. This transition, while not uniform, reflects the adaptive nature of language use in multilingual academic environments.

Taken together, these results suggest that code-switching should not be interpreted as a deviation from academic norms or as a sign of linguistic deficiency. Rather, it represents an adaptive communicative practice that emerges in response to the demands of interaction. It allows students to remain within academic discourse, sustain participation, and develop ideas even under conditions of linguistic constraint. In this sense, the multilingual classroom appears not as a space of fragmentation, but as a space of coordinated linguistic resources.

The practical significance of the study lies in the possibility of rethinking language use in multilingual classrooms. A more flexible approach to language choice may contribute to increased student participation and to the creation of a more inclusive academic environment, where hesitation does not lead to withdrawal from interaction. At the same time, further research may focus on other educational contexts, as well as on different levels of language proficiency, to better understand how code-switching develops under varying conditions.

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КӨПТІЛДІ УНИВЕРСИТЕТ АУДИТОРИЯСЫНДАҒЫ АКАДЕМИЯЛЫҚ ДИСКУРС ТА КОД-АУЫСУДЫҢ ПРАГМАТИКАЛЫҚ ФУНКЦИЯЛАРЫ

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Андатпа. Бұл зерттеу көптілді университет аудиториясындағы академиялық дискурста код-ауысудың атқаратын қызметін қарастыруға арналған. Мұндай ортада тіл таңдау алдын ала бекітілген жүйе бойынша емес, өзара әрекет барысында біртіндеп қалыптасып отырады. Зерттеу бір семестр бойы бірінші курс студенттерінің қатысуымен өткен сабақтарды бақылау негізінде жүргізілді. Алғашқы кезеңдерде ағылшын тіліндегі талқылауларға қатысу көбіне кідірістермен, толық аяқталмаған ойлармен, кей жағдайда басқа тілге ауысумен қатар жүрді.

Зерттеудің негізгі мақсаты – код-ауысудың нақты аудиториялық қарым-қатынаста қалай көрініс табатынын және тілдік белгісіздік жағдайында өзара әрекетті сақтаудағы рөлін анықтау. Әдіснамалық тұрғыдан жұмыс сапалық талдауға сүйенеді: жүйелі бақылау, оқытушының жазбалары және студенттердің пікірталас жазбалары қарастырылды. Зерттеу барысында

тіл ауысудың жиілігіне емес, оның пайда болатын нақты коммуникативтік жағдайларына назар аударылды.

Алынған нәтижелер код-ауысудың тек лексикалық қиындықтарды өтеу құралы емес екенін көрсетеді. Ол көбіне мағынаны нақтылау, ойды дәл жеткізу немесе пікір алмасу кезінде пайда болып, уақыт өте келе өзара әрекеттің табиғи бөлігіне айналады. Кейбір жағдайларда тіл ауысу бір тіл шеңберінде жеткізу қиын болған кезде ой ағымын үзбей жалғастыруға мүмкіндік берді.

Зерттеу нәтижелері осылайша, код-ауысуды академиялық нормадан ауытқу ретінде қарастыру жеткіліксіз екенін көрсетеді. Керісінше, ол мағына құруды, қатысуды және өзара әрекетті қолдайтын икемді коммуникативтік тәсіл ретінде көрінеді. Бұл зерттеу көптілді ортада тілдік ресурстардың қалай қолданылатынын тереңірек түсінуге мүмкіндік береді және академиялық қарым-қатынастың тек тілдік біліммен ғана емес, сонымен қатар жағдайлық және өзара әрекеттік факторлармен де анықталатынын көрсетеді.

Тірек сөздер: код-ауысу, көптілді аудиториядағы өзара әрекет, академиялық дискурстың дамуы, коммуникативтік стратегиялар, білім беру үдерісіндегі тілдік ауысу, мағына қалыптастыру үдерістері, студенттердің қатысу динамикасы, тілдік ресурстар

ПРАГМАТИЧЕСКИЕ ФУНКЦИИ КОД-ПЕРЕКЛЮЧЕНИЯ В АКАДЕМИЧЕСКОМ ДИСКУРСЕ МНОГОЯЗЫЧНОЙ УНИВЕРСИТЕТСКОЙ АУДИТОРИИ

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Аннотация. Данное исследование посвящено рассмотрению функций код-переключения в академическом дискурсе многоязычной университетской аудитории. В подобных условиях выбор языка не задаётся заранее, а формируется в процессе взаимодействия. Материалом исследования послужили наблюдения за занятиями студентов первого курса, проводившиеся на протяжении одного семестра. На начальном этапе участие в обсуждениях на английском языке сопровождалось паузами, незавершёнными высказываниями и в отдельных случаях, переходом на другой язык.

Цель работы заключается в том, чтобы определить, каким образом код-переключение проявляется в реальном учебном общении и какую роль оно играет в поддержании взаимодействия в условиях языковой неопределённости. Исследование опирается на качественный подход: анализ проводился на основе систематических наблюдений, преподавательских записей и материалов аудиторных обсуждений. Основное внимание уделено

не количеству случаев переключения, а тем коммуникативным ситуациям, в которых оно возникает.

Результаты показывают, что код-переключение не ограничивается компенсацией лексических затруднений. Оно возникает в моменты уточнения, аргументации или поиска более точной формулировки и со временем становится частью самого взаимодействия. В ряде случаев смена языка позволяла сохранить ход мысли даже тогда, когда выражение в рамках одного языка оказывалось затруднённым.

Таким образом, код-переключение нельзя рассматривать исключительно как отклонение от академических норм. Оно выступает как гибкий коммуникативный инструмент, способствующий формированию смысла и поддержанию участия. Полученные результаты позволяют глубже понять, каким образом языковые ресурсы используются в реальных академических условиях, где коммуникация определяется не только уровнем владения языком, но и ситуационными и коммуникативными факторами.

Ключевые слова: код-переключение, взаимодействие в многоязычной аудитории, развитие академического дискурса, коммуникативные стратегии, языковая смена в образовании, процессы формирования смысла, динамика участия студентов, языковые ресурсы

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