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**ACADEMIC FLUENCY AND COGNITIVE INSTABILITY IN
MULTILINGUAL UNIVERSITY CLASSROOMS UNDER AI-
SUPPORTED CONDITIONS**

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Abstract. The quick growth of the scope of generative AI's impact on higher education not only affects information search procedures but is also expected to change the interaction dynamics in multilingual classrooms. Responses written with generative AI assistance typically sound fluent and structured and look academically consistent even though their conceptual stability may be in question in many instances. Such a paradox became one of the main factors that motivated the current research.

The present study examines the relationship between external fluency in academic discourse and cognitive stability in spontaneous interactions in multilingual university classrooms. It was conducted with first-year students from the faculty of "Cultural and Art" during the seven-week course of English at the B1 level with the participation of Kazakh, Russian, and Turkmen-speaking learners. The methodology comprised classroom observation, discourse analysis, and interactive methods applied under low AI use conditions. AI-based information could be employed by learners only in the initial segment of each class devoted to topic introduction and information search.

The results obtained from classroom observations revealed that preliminary preparation through AI assistance increased the level of structure fluency and vocabulary skills in response delivery in its early phases. However, with increasing spontaneity of clarification, contradiction, and argumentative dialogue, it becomes challenging to forecast cognitive stability in many cases. Indicators of hesitancy, correction processes, silencing, and translanguaging become common at those stages where independent conceptual development is required. Language

shifts are sometimes not mere deviations from academic discourse but short-term assistance for cognitive processes under conceptual pressure.

The innovation of the current study includes the reconsideration of the fluency construct delivered through generative AI as an unstable phenomenon that could be used as a tool for masking cognitive instability in academic discourse.

Keywords: academic discourse, multilingual communication, AI fluency, cognitive instability, spontaneous speech, discourse analysis, hesitation markers, self-repair

Introduction

Artificial intelligence into education has been noticeable in the recent few years. Whereas initially technology seemed like a tool that helps find the necessary information via searching, now it has become a common practice in universities' routines as well as at languages classes, where students are becoming more and more dependent on the help of generative models when preparing for their classes. The phenomenon seems most apparent in English language studies. Those students, who were previously shy about communicating spontaneously, seem more self-confident having worked with external content. They have better-structured utterances, use proper vocabulary and make answers with much more confidence.

It might seem from an outsider's perspective that a person achieves steady progress due to these skills. Yet classroom interaction can be far from being stable afterward. Some students keep communicating fluently as long as they have a chance to rely on ready answers, but once the discussion turns to clarifications, explanations or questions, they tend to stumble and lose the rhythm of talking.

Alongside this, another pattern started to emerge during the oral discourse in class. Primarily during the later questioning phase, students were expected to present or justify their views. At this stage, they explained their ideas verbally without fully relying on the written wording. At the outset, some answers sounded logically consistent and academic enough. But further along the way, it seems they tended to become less stable as soon as students started moving away from their memorized or pre-prepared structures. It seldom happened in one fell swoop. Instead, the process of degradation was manifested in specific micro-interactional features – longer silences, repetitive phrase constructions, unfinished reformulations, or instances when the respondent was trying to find their way out while still speaking.

Not all interruptions resulted in communicative failure. On numerous occasions, the students found a way back to their explanations and managed to complete the argument relatively coherently. Sometimes, their answers got disrupted halfway through the interaction. Other times, students suddenly switched to Kazakh, Russian, or Turkmen languages to express an idea and then reverted to English again. Linguistically, it might be insignificant enough to mention here. Yet it kept happening during the class observation and increasingly resembled more than a random occurrence.

The conflict between external fluency and internal instability of spontaneous explanation results in quite complex methodological problems for modern research of language education. Traditionally, academic language, which is both grammatically correct and lexically sophisticated, has been viewed as indicative of higher conceptual development. However, under the conditions facilitated by technology, this pattern proves rather questionable. In classroom communication, certain replies could sound linguistically convincing despite being based on conceptual stability.

One of the problems here lies in the very nature of generation systems which are able to generate linguistic structures prior to meaning internalization by the respondent. Thus, fluency can act as a mask of uncertainty in some cases. Nevertheless, this problem cannot be viewed simply as a result of AI usage. The crucial point is the subsequent stage at which externally induced academic speech meets live unpredictable communication requiring further explanation that cannot depend on prearranged text structures.

In fact, things become even more complicated in multilingual environments when communication does not happen within just one language system but through dynamic switching. Students using both English, Kazakh, Russian, and Turkmen switch from one language system to another especially when facing problems with communication. The majority of the existing research examine translanguaging through the prism of sociolinguistics or pedagogy since it relates to inclusion or communicative accessibility in particular. In fact, classroom observations have demonstrated an additional pattern of behavior that could not remain unnoticed within spontaneous communicative processes. In several cases, when prepared speech was about to fade, it turned out that switching to another language did not necessarily serve as a way of avoiding problems with communication but rather helped learners continue their interaction and rearrange the explanation they gave. That is why hesitation, repair, pauses, and code-switching should not be viewed as signs of communicative inefficiency in all cases.

In current debates around artificial intelligence usage in higher education, the topics of academic integrity, ethical issues, accessibility, and technological efficiency of produced academic papers continue to be of utmost interest. In contrast, little attention is paid to dynamic oral interaction, which is characterized by a need to negotiate and/or redefine meaning not as something prepared beforehand but in the process of live communication. The mentioned gap in particular comes to light when discussing multilingual environments, where fluid transitions across languages can be coupled with technologically mediated communicative processes not readily detectable at first glance.

As Kohnke, Moorhouse, and Zou argue, generative tools have slowly been introduced to language education, functioning both as instruments for accessing information and as communicative aids that influence the flow of class interactions [1]. At the same time, there are few studies on what transpires next, in the context of an unplanned discussion, with its inevitable hesitations, pauses, or transitions across languages.

The experiment took place within seven weeks in the classes of B1-level

English with the students from the Faculty of Culture and Art at the beginning of their first year of studying. In all the groups, there were multilingual academic backgrounds consisting of Kazakhstan, Russia, and Turkmen languages. Technological support was possible during the preliminary phase of familiarizing with the topic and collecting information, but during oral performance and subsequent questioning, no technological help was allowed in order to maintain conditions similar to regular university practice rather than to artificial experimental conditions. Thus, both prepared external fluency and instances of change in discourse stability during live communication could be observed.

The research will focus on the connection between academically fluent speech under technological assistance and its cognitive stability among multilingual university students. Special attention should be paid to hesitations and self-repair strategies, instances of translanguaging and interactional changes occurring due to spontaneous speech after preparatory digital work. Among other aspects to consider, the following question should be raised: can externally constructed discourse sometimes act as a masking phenomenon for temporary covering of conceptual instability in academic interaction? According to Godwin-Jones, AI language assistance usually gives more confidence to students at the initial stages of academic output creation. Nevertheless, such assistance does not necessarily provide stable performance during live communication [2].

The novelty of the research from the perspective of science consists of a different understanding of technologically mediated fluency in the multilingual context of classroom communication. In the current study, fluent externally controlled speech is viewed both as a marker of linguistic development and as a rather unstable phenomenon characterized by certain limitations, which emerge when speaking in spontaneous conversation followed by discussion. Moreover, the research involves the analysis of translanguaging not just as a sociolinguistic process but as something that may have a different interpretation. In the process of observing classes, language alternation was often perceived as a reflection of cognitive processes, i.e., thinking while being part of the discussion.

The other crucial element of the research concerns hesitations, which are usually viewed as additional speech phenomena or even as a manifestation of poor communication skills. However, in the course of the current analysis, the pauses, self-repair operations, unfinished reformulations, and silence were perceived as indicators of the cognitive processes associated with the discussed situation.

Materials and methods

The study was carried out among freshmen of the Faculty of Culture and Art during the English language classes at B1 level. The observation in the class went on for seven weeks. It included six multilingual student groups; namely, CA25-15K1 and CA25-15K2 (groups speaking Kazakh), CA25-15K4 and CA25-5K (groups speaking Russian), as well as CA25-3K and CA25-17K (Turkmen speakers). In all, there were 68 subjects in the experiment. During classes English was used as the teaching language, yet multilingual interaction often emerged in discussions within the classroom environment.

According to Cenoz and Gorter, the use of translanguaging strategies in multilingual classroom settings should not necessarily be viewed as a symptom of lack of communicative proficiency and linguistic competence on the part of learners [3]. Their approach relates translanguaging flexibility with participant involvement, discourse negotiation and cognitive adaptation associated with complex academic interactions. These ideas to some extent have shaped the methodology of the current study as well.

The experimental research involved qualitative classroom observations combined with discourse analysis and interactional analysis of developing academic interaction. Laboratory setting was consciously avoided in order to examine the natural development of academic discourse during class interaction, when communication did not take place according to any predefined model. In certain cases, discourse stayed quite stable regardless of its spontaneous character. However, other examples revealed another pattern. Once students started deviating from ready-made constructions and tried to explain things independently, various communicative problems came to the fore.

Digital tools for generating content were allowed exclusively at the first stage of familiarizing oneself with the topic. In their work, students predominantly searched for additional sources of information, deciphered unknown terminology, and gathered examples pertaining to the discussed themes in the class. Simultaneously, the employment of full-fledged essays or pre-written answers remained prohibited throughout the entire duration of observations. This arrangement allowed comparing the fluency formed outside the classroom with the interaction occurring within it.

The experimental process included several stages one after another. First of all, students were involved in regular classroom conversation without applying any kind of technology to define basic tendencies in their academic discourse. Later on, digital preparation was introduced for completing various oral tasks on such subjects as communication, culture, education, and new technologies. Having prepared, students carried out oral presentation and then were asked to provide additional clarifications, interpretations, and arguments for the statements they made. This is where hesitation, repair, pauses, and translanguaging could be clearly observed.

Table 1. Description of the research environment and participants

Stage	Activity	Area of Research
Stage 1	Classroom discussion without AI	Patterns of baseline academic speaking
Stage 2	Topic preparation using AI	Fluency and discourse management changes
Stage 3	Oral presentation	Prepared academic speaking
Stage 4	Follow-up questions	Cognitive consistency during spontaneous communication
Stage 5	Contradictions and transfer activities	Understanding flexibility
Stage 6	Group discussion and reflection	Collaborative meaning making

In Table 1, there is shown the process of experimental stages' realization carried out during the seven-week experiment period. The experiment gradually evolved from regular classroom activity to the activity that demanded some cognitive effort to perform. In particular, the experiment included tasks of reproduction of the information provided by students in an unpredictable and interactive situation when participants needed to justify their ideas spontaneously.

During the process of data collecting several resources were employed. Systematic classroom observations were made during the whole process of conducting the experiment, while some extracts of oral communication were recorded with the purpose of performing discourse analysis afterwards. In addition, reflective teaching logs were kept after each lesson in order to highlight some communicative aspects that were revealed in the classroom during the process of communication. Transcription of full lessons was not done since the aim of the study was the identification of some communicative aspects that happened unpredictably.

The focus of the research was on discourse markers that emerged recurrently in spontaneous academic discourse. In addition, both grammatical organization and other elements (for example, hesitation phenomena, pauses, self-repair structures, reformulations, language alternations) were analyzed.

Table 2. Major discourse indicators that were identified during classroom

Discourse analysis.	Characteristics Observed
Discourse Indicators	hesitation pauses, "maybe," "I think," unfinished constructions
Markers of hesitations	restarting utterances
Self-correction structures	switch to Kazakh/Russian/Turkmen
Translanguaging instances	incomplete explanation under pressure
Interpersonal instabilities	pre-rehearsed vs impromptu responses

Table 2 shows the interactional cues identified as the key discourse markers for further qualitative analysis during the research. They occurred frequently in natural academic communication of learners and especially caught the attention of the researcher when the subjects were involved in subsequent clarification and contradiction work. Hesitation, self-repair, pauses, and translanguaging were thus viewed as more than indicators of poor performance. In most cases during observation, they seemed to be related to the processes of meaning making and thinking which took place in the very process of interaction.

The study mainly concentrated on occasions when learners started with quite fluent and organized language use but faced difficulties in arguing or developing their position in academic communication later. Such interactional events gradually turned into the center of the study due to the possible distinction they could demonstrate between fluent behavior and stable conceptualization.

Results and discussion

During the seven-week period, classroom observations showed that the technologically-assisted preparation process had clearly affected the external fluency of academic speech of the students. In the first phase of oral activities, the participants demonstrated more structured and lexically complex responses. Their answers appeared more organized than those usually observed in the classroom during the previous weeks of the term. In a way, the change was kind of noticeable even from the beginning of the interaction. This feature was especially visible in students' short presentations on topics related to digital communication, education and cultural issues. They introduced the idea much more confidently and structurally. The performance gave the impression of relative academic proficiency and stability. Over the course of interaction gradually demonstrated the opposite.

In the course of follow-up questioning, when students were asked to explain or interpret their previous statements independently from any technological means, the discourse stability was gradually compromised. Students started responding with relatively clear answers, and then they began hesitating more, speaking less structurally and sometimes interrupting themselves mid-way through the conversation. These types of situations occurred frequently in multilingual classrooms, although the frequency depended on the specifics of the communicative task and the cognitive pressure experienced by the speakers. It appears that, similar to monolinguals, Rajendram believes that multilingual learners may use linguistic flexibility as both a convenient tool and a strategy for remaining active within the flow of interaction [4].

The distribution of the principal interactional markers observed during spontaneous academic speech is presented in Figure 1.

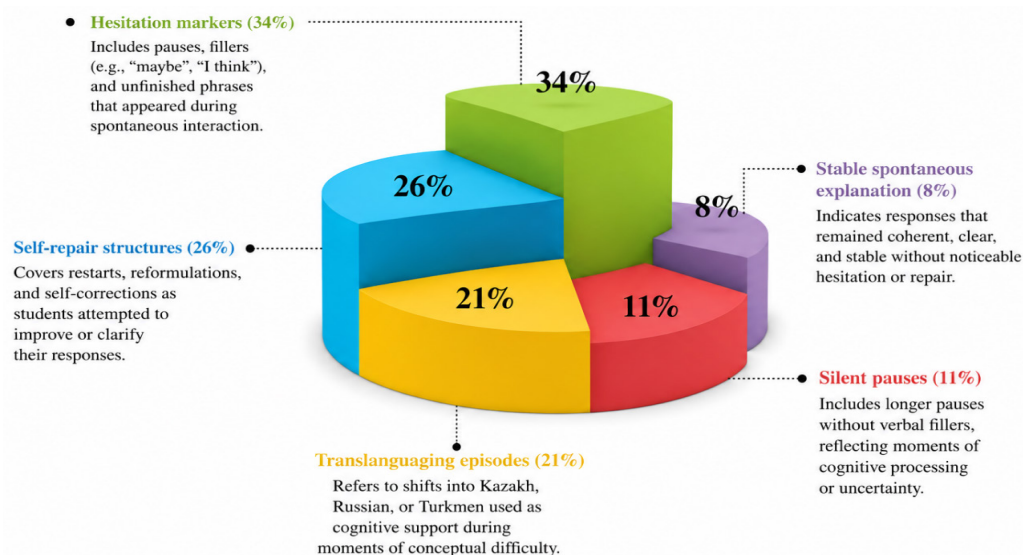


Figure 1 – Distribution of interactional markers during spontaneous academic speech

The biggest segment in Figure 1 corresponds to the hesitant phenomena (34%). They encompass pauses, incomplete phrases, filler words, and short statements like “maybe,” “I think,” or “how to explain.” The occurrence of hesitation was more frequent when students went beyond rehearsed responses and tried to provide explanations spontaneously. It should be emphasized that hesitation was not necessarily interrupting the ongoing process of communication. In some cases, the students were able to continue elaborating their points even after making a brief pause, although the flow of communication could become somewhat unstable and sometimes uneven. This phenomenon was observed particularly in the activities where students had to transfer knowledge using new examples rather than premeditated expressions.

There was another recurring trend associated with self-repair devices (26%). Students would repeat or restart sentences, change parts of speech, or switch vocabulary usage in the middle of oral communication. Such situations were particularly obvious in the context of constructing coherent arguments or explaining certain points in conditions of communicative stress. In some conversations, the repair procedure could become directly related to the construction of meaning instead of mere correction of errors. For example, it seemed that some students, especially in multilingual classes, needed to look for clarity and meaning while speaking already. As Lin and Leung indicate, multilingual interaction in English classrooms does not necessarily occur within a single linguistic system [5].

In other words, the growing role of artificial intelligence in the process of language learning has already begun to affect academic fluency since technology-enabled speech looks structurally well-built regardless of a lack of knowledge on a deeper conceptual level [6]. A similar trend started becoming apparent in the current classroom observation with translanguaging accounting for 21% of all the discourse markers used. The use of another language was observed most actively among those activities involving collaboration and contradiction, in which case students had to struggle with conceptual difficulties during communication.

The use of other languages was never aimed at avoiding speaking English; in many cases, it helped students organize their thoughts during discussion. It seems that a number of times when people had to briefly explain some ideas in their native language and then continue in English was connected to the fact that the unpredictability and pressure in discussion increased.

Silent pauses constituted 11% of all identified features of the communication process. Contrary to usual hesitation phenomena, the majority of silent pauses occurred without fillers and quite frequently before students made efforts to provide an explanation. The interactional function of such pauses was also difficult to identify throughout the observations. In some situations, the use of silence reflected the state of doubt or difficulty experienced by students while thinking and expressing their thoughts under the pressure of communication. Sometimes, the pauses occurred due to internal processing needed before attempts to explain something. Despite being rather short, these pauses had a clear impact on changing the pace of communication within the classroom context.

According to Xu and Zhang, the use of technological resources to enhance speaking skills can be beneficial for participation and self-confidence in EFL classes while interactional problems will become evident once the discussion will start without any external help [7]. Such a trend was also seen during the current observations with only 8% of communication cases involving responses that were maintained without any hesitation, repairs, silent pauses, or code-switching. Generally, the stability of responses increased during clarification questions and argumentative discussions. At the same time, the low percentage of this phenomenon shows the inconsistency of fluent academic speech once discussion became unpredictable.

From the study findings, it was clear that technological support helped achieve greater success in organizing academic discourse in the initial stages. Having been engaged in the work with AI generation while familiarizing with the topic, the majority of learners started engaging in discussions in class with a wider vocabulary, structurally sound responses, and apparent communicative competence.

It was a different case when spontaneous communication began. When the students needed to go beyond prepared statements and start generating meanings by themselves through negotiations, externally achieved communicative efficiency was not always maintained at an equal level. There was hesitation, fragmentation of statements, and unpredictable interaction flow during negotiation or argumentation. Likewise, Moorhouse and Wong note that it is important not only to consider generative artificial intelligence as a productivity tool but also as a means capable of affecting communicative performance and discourse organization [8].

Ziegler and González-Lloret pay attention to the fact that technology-mediated language learning environments create new forms of interaction. In such contexts, linguistic performance becomes closely connected to cognitive processing. Communicative adaptation slowly takes shape as part of the same process [9]. A comparable tendency became apparent during the present classroom observation. Perhaps several evident during of translanguaging within multilingual academic interaction. A considerable body of research continue to interpret movement between languages primarily through sociolinguistic or pedagogical perspectives. The interactional patterns observed during this experiment.

Throughout classroom discussions, shifts between languages functioned less as communicative deviation. In parallel, they appeared to operate as temporary cognitive support. In a number of cases, this helped students maintain participation while reconstructing explanations under interactional pressure. Several participants temporarily shifted into Kazakh, Russian together with Turkmen through phases of conceptual difficulty.

Akishev, Kazybekova and de Lasala Porta state that modern studies conducted in Kazakhstan have already started using digital technologies and computation tools in analyzing discursive texts much more actively [10]. This case study is consistent with this general trend, but at the same time reveals

some aspects of interaction that appear specifically in spontaneous academic communication.

Firstly, it was found that hesitation phenomena do not necessarily mean that a speaker does not demonstrate high language proficiency or is not capable of effective communication. On the contrary, in many cases hesitations occurred because the learners tried to switch from prepared discourse to independent conceptual reasoning. The latter process became especially evident after preparatory work using digital tools that helped the learners gain fluency initially, but then revealed their doubts in further discussion.

From an extended view point, the findings suggest that spontaneous classroom talk occurs due to interactional instability involving fluency, hesitations, reformulations, pauses, and collaboration in meaning construction. Technologically mediated preparation had obviously led to better access to information and organization of initially constructed discourse. However, once interaction became less stable, many participants turned more and more to pauses and self-repair strategies within multilingual communicative negotiation in order to maintain explanation and participation within ongoing discussion.

In other words, interactional instability cannot always be regarded as mere failure of communication. Several episodes in classroom showed that hesitations and reformulations took place when students tried to construct their explanations beyond prepared discourse strategies. Hartman similarly mentions that technologically enhanced fluency in academic communication might produce the feeling of academic stability in the minds of students, although stability tends to weaken significantly during spontaneous intellectual interactions [11].

Conclusion

On the whole, technologically-supported academic fluency in multilingual university environments does not necessarily indicate the presence of stable conceptualization. It is possible to claim that at the beginning of oral interaction, generation was clearly useful for students' organizational efforts and vocabulary enrichment. Technological support resulted in a certain level of smoothness in communication and provided an impression of stable academic performance. However, when students had to defend and elaborate their statements, interaction turned out to be unpredictable due to the need for individual conceptual work carried out outside of any technology-based communication.

There was one recurrent element of interaction which could be observed during the observation period. Specifically, students used hesitant speech patterns, self-repairs, pauses, and language changes when they attempted to go further than the prepared speech material and express their ideas independently. It would be erroneous to think that all such cases are associated with weak language proficiency and communicative skills. At the same time, these interactional details seemed to be linked to the process of conceptual thinking taking place within oral interaction. There were students who paused before moving forward with their explanation; some students used multiple attempts or even returned to another language before completing explanation in English.

It was also found that within the learning environment, fluid language practices play a far more intricate part than suggested in related educational studies. Observation revealed that shifts between languages often appear at moments of conceptual uncertainty. On many occasions, they seemed to function as temporary cognitive support. Rather than avoiding English, students appeared to rely on another language while reconstructing explanation. This aspect appeared most clearly during contradiction tasks and follow-up questions. Such activities required students to defend their previous statements. Quite often, they also had to organize explanations under communicative pressure. There were also instances when multilingual negotiation seemed to facilitate participation in debate, as the participants searched for the proper conceptual formation.

There was another tendency that revealed itself progressively with the course of observation. Clearly, technological preparation helped participants organize the structure of their speech better and access the necessary information easier in the process of topic preparation. In many instances, however, the smooth academic flow masked uncertainty that came to light during spontaneous interaction, where the prepared structures did not provide adequate support anymore.

To conclude, the study contributes to contemporary discourse analysis. Hesitation, self-repair, pauses, and flexible language use are interpreted as not peripheral speech features. They contribute to the unfolding of interaction connected to meaning construction in real-time discourse. This research was conducted in a specific institutional context and for a comparatively short period, so there might be differences between the tendencies observed in other settings.

Declaration on the Use of Artificial Intelligence

Artificial intelligence tools were used solely for technical purposes, namely to assist in formatting the reference list in accordance with the journal requirements and translating the abstract into Kazakh and Russian. The authors take full responsibility for the content, accuracy, interpretation of results and academic integrity of the article.

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ЖИ ҚОЛДАУЫНДАҒЫ ЖАҒДАЙДАҒЫ КӨПТІЛДІ УНИВЕРСИТЕТТІК АУДИТОРИЯЛАРДАҒЫ АКАДЕМИЯЛЫҚ СӨЙЛЕУ ЕРКІНДІГІ МЕН КОГНИТИВТІК ТҰРАҚСЫЗДЫҚ

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Аңдатпа. Соңғы жылдары цифрлық мәтін генерациялау технологияларының жоғары білім беру кеңістігінде кең таралуы тек ақпарат іздеу тәсілдеріне ғана емес, көптілді аудиториялардағы академиялық өзара әрекет сипатына да ықпал ете бастады. алгоритмдік мәтін өндіру жүйелерінің көмегімен дайындалған жауаптар көбіне еркін, құрылымды әрі академиялық тұрғыдан сенімді болып көрінеді. Алайда олардың астарындағы концептуалдық тұтастық пен мазмұндық тұрақтылық барлық жағдайда бірдей сақтала бермейді. Осы қарама-қайшылық ұсынылып отырған зерттеудің негізгі себептерінің біріне айналды.

Ұсынылып отырғын мақалада көптілді университеттік аудиториялардағы спонтанды өзара әрекет барысында академиялық дискурстың сыртқы еркіндігі мен когнитивтік тұрақтылық арасындағы байланысты қарастыруға бағытталды. Жұмыс «Мәдениет және өнер» факультетінің бірінші курс студенттері арасында В1 деңгейіндегі ағылшын тілі сабақтары барысында жеті апта көлемінде жүргізілді. Зерттеуге қазақ,

орыс және түрікмен тілді академиялық топтар қатысты. Әдіснамалық негіз ретінде аудиториялық бақылау, дискурс талдауы және интеракциялық талдау қолданылды. ЖИ құралдарын пайдалануға тек сабақтың жаңа тақырыппен танысу және ақпарат іздеу кезеңінде ғана рұқсат берілді.

Аудиториялық бақылау нәтижелері автоматтандырылған тілдік құралдардың көмегімен жүргізілген алдын ала дайындық бастапқы жауаптардың құрылымдық ұйымдасуын күшейтіп, сөздік қорды қолдану сенімділігін арттырғанын көрсетті. Дегенмен түсіндіру, нақтылау және аргументативті талқылау спонтанды сипат ала бастаған сәттерде когнитивтік тұрақтылықтың біркелкі сақталмайтыны байқалды. Кідіріс белгілері, өзін-өзі түзету әрекеттері, үнсіз паузалар мен тілдер арасындағы ауысулар әсіресе дербес концептуалдық түсіндіру қажет болған жағдайда жиірек көрінді. Кейбір эпизодтарда тілдік ауысулар академиялық дискурстан ауытқу емес, керісінше, концептуалдық қысым жағдайында мағынаны сақтап қалуға мүмкіндік беретін уақытша когнитивтік тірек ретінде байқалды.

Бұл ғылыми ізденістің ғылыми жаңалығы генеративті платформалар арқылы қалыптасқан академиялық еркіндікті тек тілдік жетістік ретінде емес, спонтанды академиялық өзара әрекет кезінде когнитивтік тұрақсыздықты уақытша жасыра алатын құбылыс ретінде қайта қарастыруымен байланысты.

Тірек сөздер: академиялық дискурс, көптілді коммуникация, ЖИ еркіндігі, когнитивтік тұрақсыздық, спонтанды сөйлеу, дискурс талдауы, кідіріс маркерлері, өзін-өзі түзету

АКАДЕМИЧЕСКАЯ БЕГЛОСТЬ РЕЧИ И КОГНИТИВНАЯ НЕСТАБИЛЬНОСТЬ В МНОГОЯЗЫЧНЫХ УНИВЕРСИТЕТСКИХ АУДИТОРИЯХ В УСЛОВИЯХ ИИ-ПОДДЕРЖКИ

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Аннотация. Стремительное распространение цифровых языковых технологии в системе высшего образования в последние годы стало влиять не только на способы поиска информации, но и на сам характер академического взаимодействия в многоязычных аудиториях. Ответы, подготовленные при поддержке ИИ, нередко звучат бегло, структурированно и академически убедительно. При этом их концептуальная устойчивость сохраняется далеко не всегда. Именно это противоречие стало одной из причин настоящего исследования.

Работа посвящена рассмотрению взаимосвязи между внешней беглостью академического дискурса и когнитивной устойчивостью в условиях спонтанного взаимодействия в многоязычной университетской аудитории. Исследование проводилось среди студентов первого курса факультета «Культура и искусство» в течение семи недель на занятиях английского языка уровня В1. В эксперименте участвовали казахоязычные, русскоязычные и туркменоязычные академические группы. В качестве

методологической основы использовались аудиторное наблюдение, дискурс-анализ и интеграционный анализ. Использование алгоритмических систем допускалось только на этапе ознакомления с новой темой и поиска информации.

Результаты аудиторного наблюдения показали, что предварительная подготовка с использованием ИИ способствовала более организованной структуре начальных ответов и повышала уверенность студентов при использовании академической лексики. Однако по мере того, как обсуждение переходило к спонтанному уточнению, аргументации и самостоятельному объяснению, когнитивная устойчивость сохранялась уже не так последовательно. Речевые колебания, самокоррекция, паузы молчания и переключения между языками особенно часто проявлялись в ситуациях, требующих самостоятельного концептуального осмысления. В ряде эпизодов языковые переключения выступали не как уход от академического общения, а скорее как временная когнитивная опора, помогающая сохранить участие в обсуждении в условиях концептуального напряжения.

Научная новизна исследования связана с переосмыслением академической беглости, сформированной при поддержке системы обработки текста, не только как признака языкового развития, но и как явления, способного временно скрывать когнитивную нестабильность в процессе спонтанного академического взаимодействия.

Ключевые слова: академический дискурс, многоязычная коммуникация, ИИ-беглость, когнитивная нестабильность, спонтанная речь, дискурс-анализ, маркеры речевых колебаний, самокоррекция

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