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An Empirical Study on Level-Based Teaching of Kazakh Analytical Verb Formants to Russian-Speaking L2 Learners

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***Abstract*—This study examines why long-term instruction in Kazakh as a second language does not always lead to the productive use of analytical verb formants (AVFs) among Russian-speaking adult learners in Kazakhstan. Drawing on N. Oralbaeva's theory of AVFs and the psycholinguistics of second language acquisition (SLA), the research focuses on A2, B1, and B2 levels within the CEFR framework. Employing a mixed-methods approach that includes a diagnostic survey (n = 72), level-based analysis, and frequency characteristics of AVFs, the study identified 15 AVFs organised according to a three-stage teaching model: learning, application, and free production. Additionally, a corpus meta-annotation table based on the National Corpus of the Kazakh Language was proposed. The findings indicate that mastering AVFs extends beyond grammatical proficiency; it necessitates automating intention into linguistic code, which can be achieved through a targeted, level-based methodological system.**

***Index Terms*—analytical verb formants, Kazakh as a second language, level-based teaching, Russian-speaking learners, corpus-based instruction**

I. Introduction

In the Republic of Kazakhstan, the system for teaching the Kazakh language as a second language (L2) has been implemented at the institutional level for a long time. It is taught as a compulsory subject for 11 years in general secondary schools and for at least one year in higher education institutions. Empirical observations show that a significant proportion of Russian-speaking graduates are admitted to higher education at the A1–A2 level, indicating that long-term instruction does not necessarily lead to communicative fluency. This situation corresponds to Ullman's (2001, 2016) declarative/procedural model in SLA, which suggests that learners may understand grammatical rules (declarative memory) but struggle to apply them automatically in conversation.

The main reason for these difficulties is the lack of a systematic approach to teaching analytical verb formants (AVFs). In everyday spoken Kazakh, forms such as umytıp ketti (forgot unintentionally), oqıp jatır (is reading right now), and kele almay qaldı (ended up unable to come) are frequently used, yet are rarely taught according to proficiency levels. Based on N. Oralbaeva's (1979) theoretical framework, this study aims to select and present AVFs at A2, B1, and B2.

Another factor complicating the issue is that the grammatical material is presented not according to level-based standards, but rather from each author's perspective. As a result, language units such as AVFs are not taught effectively at the A2–B2 levels, creating psychological barriers for both learners and teachers.

Despite growing interest in Kazakh language pedagogy, no empirical research has systematically investigated which AVFs should be introduced at which CEFR level. Furthermore, a level-based linguodidactic AVF teaching framework for Russian-speaking adult learners of Kazakh has not been developed. This study, combining psycholinguistic theory,

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diagnostic survey data (n = 72), and corpus analysis, presents the first evidence-based framework for learners of Kazakh as a second language, namely a levelled AVF teaching system.

Research Questions:

RQ1: *Is there a discrepancy between the ability of A2–B2 level Russian-speaking learners to recognise AVFs in natural Kazakh discourse and their active use of these forms in speech? How can this be explained from a psycholinguistic perspective?*

RQ2: *Based on L1 interference and cognitive load, how can AVFs be categorised into A2, B1, and B2 levels?*

RQ3: *What should the methodological system for teaching AVFs in L2 Kazakh be?*

II. Literature Review

A. N. Oralbaeva's Theory of Analytical Verb Formants: The Theoretical Basis of the Study

The first systematic study of analytical verb formants in Turkic languages was conducted by A.A. Yuldashev (1965). He states that the main characteristic of these formants is that the auxiliary verb loses its original lexical meaning and becomes merely an indicator of a grammatical category. Building on this theory, Professor N. Oralbaeva systematically studied the analytical verb formants in the Kazakh language and in 1971 defended her doctoral dissertation entitled "Analytical Forms of Verbs in Modern Kazakh" (Oralbaeva, 1971). The scholar demonstrates that the vast majority of AVFs are composed of auxiliary verbs and that, regardless of their complexity, the meanings of their constituent elements have idiomatised and coalesced into a single sense – the auxiliary verbs have lost their original meanings and become mere indicators of grammatical categories. In his 1974 work *Modern Kazakh Language: Morphology,* Ysqaqov incorporated Oralbaeva's ideas into an academic textbook.

In her 1975 work, Oralbaeva identified the types of formants. The scholar divided auxiliary verbs into two groups: a) primary (homonymous) auxiliary verbs: *al, bar, ber, bol, baq, basta, bit, qara,* etc.; b) secondary (non-homonymous) auxiliary verbs: *et, edi, eken, emes, etc.* In her subsequent 1979 monograph, Oralbaeva grouped the formants according to the number of morphemes and their semantic characteristics:

Table 1

Classification	Type	Formants	Grammatical function
According to the number of morphemes:			
a) monomorphemic	Simple grammatical markers	еді, екен, емес, жоқ айтқан еді, істеген екен, барған емес, келген жоқ	*These formants are the most frequently used in both spoken and written discourse, conveying the same grammatical meaning, most often in the past tense.*
b) two-morpheme	Progressive aspect markers	-п жатыр, -п тұр, -п отыр, -п жүр. жұмыс істеп жатыр, сөйлесіп тұр, жеп отыр, ойланып жүр	*They indicate a continuous or ongoing action, with an additional nuance relating to the subject's physical state or posture.*
c) three-morpheme	Modal and conditional complex formants	-ушы бол-ма, -ған бол-са, -гің кел-се Қолданушы болма	*They express volitional, conditional, and intentional meanings, reflecting the subject's desire or willingness as a grammatical structure.*
d) four-morpheme	Complex aspectual-modal sequences	-п қоя бер, -п жүре бер, -п кеп қалды Оқып жүре бер	*They encode involuntary completion, unintended results, and permissive continuation, conveying the subject's lack of control over the action or its outcome.*
According to semantic characteristics:			
e) Monosemantic	Formants with a single meaning	-са/-се Ол білсе, айтар еді	*e) Depending on the context, it conveys the meanings of condition, wish, and contrast. Russian-speaking learners acquire this form with relative ease.*
f) Polysemantic	Formants with multiple meanings	-п жүр Ағылшын тілін үйреніп жүр	*f) It denotes continuous and habitual action. Its meaning is determined by context. L2 learners tend to lose the subtle nuances of meaning and resort to the economy-of-processing mechanism.*
g) Homonymous	Same form, different meanings	бара бер (кете бер) ала бер (алуға болады)	*g) They share the same morphological form, so their meanings are distinguished by the semantics of the main verb. Russian-speaking learners are at a high risk of interference.*
h) Synonymous	Different forms, similar meanings	-п бара жат, -п келе жат Сөйлеп бара жатыр; қуанып келе жатыр	*h) They express the same progressive meaning and are used in a non-propositional, directional sense.*

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Gyorfi (2022) analysed the structures of twenty-eight auxiliary verb constructions in Modern Spoken Kazakh, based on fieldwork and corpus data. In this dissertation, the researcher describes the process by which auxiliary verbs lose their original lexical meanings and become grammatical markers, revealing their tense, aspectual, and modal meanings. This work can be considered a foundational study of auxiliary verb formants (AVFs) from a modern linguistic perspective.

In the works of Yuldashev (1965), Oralbaeva (1971, 1975, 1979), and Kalybaeva and Oralbaeva (1986), the linguistic characteristics of AVFs have been studied comprehensively. However, how, at what level, and by what methodology these formations should be taught to L2 learners remains a pressing issue. Accordingly, the main aim of this study is to select and present AVFs in line with the A2-B2 levels.

B. Communicative Anxiety as a Contextual Factor in L2 Kazakh Acquisition

Foreign language anxiety (FLA) – as defined by Horwitz et al. (1986) – refers to a complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning, which significantly impedes communicative fluency. This study does not directly assess foreign language anxiety (FLA); instead, communicative anxiety is identified as a key contextual factor. Survey data indicate that a significant proportion of respondents switched to Russian under communicative pressure, consistent with anxiety-driven avoidance behaviour. Research in Kazakhstan has confirmed the presence of such barriers among Kazakh language learners (Suleimenova, 2013). Additionally, Ospanova et al. (2025) found that emotions are conveyed not only through individual words but also through morphological and syntactic structures, suggesting that AVFs function as carriers of communicative intention and emotional state, beyond their purely grammatical function.

C. SLA Psycholinguistics: Speech Production and Automatisation

According to Levelt's (1992) model of speech production, the connection between the lemma and the word form in L2 remains unstable, resulting in a significant gap. Ullman's (2001, 2016) declarative/procedural model further suggests that adult learners store grammatical knowledge in declarative memory, while the procedural system required for automatic application during speech remains underdeveloped. Similarly, as Ellis (2005) notes, the teaching system often develops explicit knowledge, while the tacit knowledge required for actual communication does not. As a result, the learner, although aware of the grammatical rules, is unable to apply them in real time.

According to Krashen's Affective Filter Hypothesis (1981, 1982) within the Monitor Model, anxiety, stress, or low motivation heightens the learner's affective filter. When the filter is active, even comprehensible input fails to reach the language acquisition device (LAD) in the brain. In other words, it is not processed effectively, and language acquisition does not occur. According to Swain's output hypothesis (1985, 1993), language production is not only the result of acquisition but also an active tool for it. Consequently, to acquire AVFs, it is not enough simply to know them; actual production practice is necessary.

While Western cognitivism emphasises input and the internal rules and modular structures of the brain, the Moscow psycholinguistic school, founded by L. S. Vygotsky (1934) and developed by A. N. Leontiev and his son, the psycholinguist A. A. Leontiev (1967), regards language not as a static system but as a goal-oriented action. According to A. A. Leontiev's model of speech production, the process comprises the following phases: the motivational-intentional phase, orientation and internal programming (at the semantic and syntactic levels), execution, and monitoring. It can be observed that the analytical formant imposes an additional load on the linguistic encoding of this sequence because, at this stage, alongside the primary semantics, a nuancing parameter – such as consequentiality, involuntariness, or inadvertence – must also be encoded.

Belyanin (2004) demonstrated the role of psychological barriers and the mental lexicon in the processing of linguistic units.

D. The Economy-of-Processing Strategy and the Avoidance of AVFs

The economy-of-processing strategy can be explained through Zipf's principle of least effort, according to which speakers tend to minimise processing effort in language use (Zipf, 1949, 1965). In L2 speech production, this tendency may lead learners to avoid morphologically complex forms and choose shorter or more familiar alternatives. In the case of Kazakh AVFs, Russian-speaking learners often replace analytical constructions such as *umyttyp kettim (ұмытып кеттім)* with simpler synthetic forms such as *umyttym (ұмыттым),* thereby reducing cognitive load but losing the intended semantic nuance.

For L2 learners, acoustic and perceptual obscurity make interface processing difficult. Morphological markers, such as verb suffixes, are often overlooked by L2 learners because they merge with surrounding material; instead, learners rely on lexical markers, such as temporal adverbs. Thus, the principle of minimal effort, which leads to a reduction in L1 speakers, paradoxically results in an economy effect for L2 learners, as they simply do not acquire these reduced elements (Fedzechkina & Jaeger, 2020). In this regard, Ysqaqov (1974), in *Modern Kazakh Language,* notes that while two or more nouns can be linked without a connecting element in Kazakh – a familiar phenomenon – verbs never enter into a syntactic relationship without a linking element; that is, while one can say *ayta ber (айт бер)* or *äkele qoy (әкеле қой),* the forms *ayt bar (айт бар)* and *äkel qoy (әкел қой)* as independent verb chains constitute a grammatical error. From this, we observe that for the L2 learner, the grammatical categories of analytical verb formants impede communicative fluency, thereby triggering the economy-of-processing mechanism. In such constructions, the speaker incorporates into

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the intentional plan not only the main action but also its subjective relation, degree of completion, or phasal characteristics. These additional parameters complicate the internal programming stage and place high demands on automating the transition between intention and linguistic code. When automatisation is insufficient, these forms are replaced by simpler alternatives – for example, umytıp kettim (ұмытып кеттім) is replaced by umyttım (ұмыттым), and istey almay qaldım (істей алмай қалдым) by istmedim (істемедім).

E. Research Gaps

The above review reveals the following issues: 1) Oralbaeva's and Győrfi's (2022) formant system has been described linguistically but not analysed at a methodological level; furthermore, although Curry and McEnery (2025) have argued for the need for nationally contextualised corpora, no such corpus for Kazakh AVFs has yet been created; 2) there is no classification of AVFs according to CEFR levels; 3) the impact of AVFs on communicative anxiety in the Kazakhstan context has not been researched; and 4) there is no corpus-based example bank for teachers. These four issues constitute the main focus of the present study.

Recent studies in corpus-based language pedagogy support this need for a pedagogically structured approach. Research on data-driven learning has shown that corpus-based instruction can contribute to second-language learning when authentic examples are supported by guided tasks and classroom scaffolding (Lusta et al., 2023; Ueno & Takeuchi, 2023). Recent discussions also emphasise that corpus-informed pedagogy is moving beyond concordance consultation towards curriculum design, digital pedagogy, and context-sensitive learning resources (Casal & Kessler, 2024; Curry & McEnery, 2025). However, these developments have not yet been applied to Kazakh analytical verb formants. This study therefore addresses the gap by proposing a CEFR-oriented, pedagogically annotated corpus prototype for Russian-speaking learners of Kazakh.

III. Methodology

A. Research Context

The language level classification was conducted at Astana IT University (Astana, Republic of Kazakhstan). At the university, the Kazakh language is taught to second-year students for two semesters. In the final semester of their first year, students are divided into three levels (A1–B1) through an oral diagnostic assessment (a monologue and an interview), in accordance with the CEFR level descriptors (Council of Europe, 2020). As the data are presented in a generalised form, specific statistical information is not disclosed in accordance with the university's internal policy. The primary focus of this study is Russian-speaking learners at the A2, B1, and B2 levels – students who completed their schooling in Russian in Kazakhstan and are studying Kazakh L2.

B. Research Design and Methods

This study conceptualises learners' failure to systematically use AVFs, instead relying on simple verb forms even at the B2 level, as a "linguistic gap". This concept underpins the study's diagnostic framework: first identified and subsequently addressed.

The research employed a mixed-methods approach in which quantitative and qualitative methods complemented each other, enabling the joint examination of Oralbaeva's theory of AVFs and the psycholinguistics of SLA.

The methodological basis is formed at the intersection of pedagogy, psychology, and cognitive science (see Figure 1): 1) the pedagogical component includes didactic diagnostics and strategic goal-setting; 2) the psychological component reduces the affective filter (Krashen, 1982); and 3) the cognitive component addresses L1 interference (Ullman, 2001, 2016), implementing the phased development of the analytical mental system across the A2–B2 levels. The cyclical unity of these three components aims to lead the learner to a stable B2 outcome.

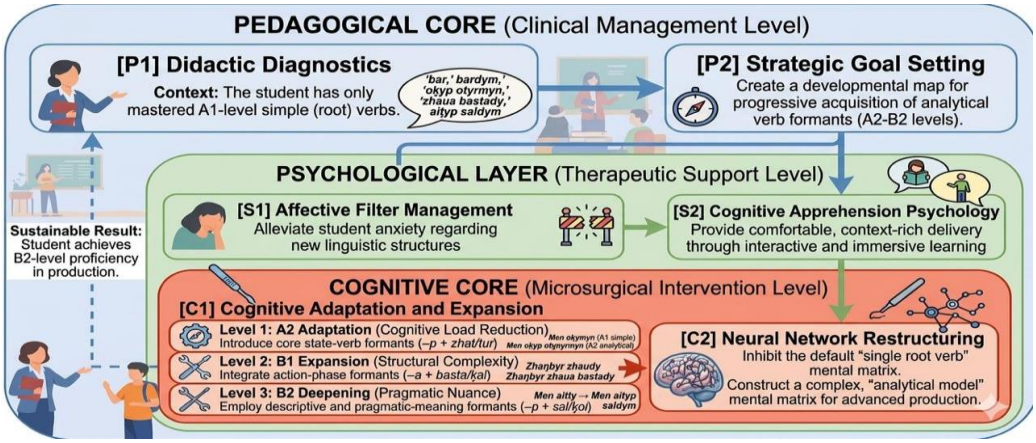


Figure 1. A Three-Level Methodological System for Mastering AVFs: The Unity of Pedagogical, Psychological, and Cognitive Dimensions
Note: The infographic was generated using the Google Gemini (Google DeepMind) artificial intelligence tool; the conceptual framework, content, and all analytical decisions were developed by the authors.

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The psycholinguistic approach was designed to investigate the cognitive processes involved in processing AVFs during speech production, including the dynamics of intention to linguistic code, working memory load, and the degree of automatisation. The methodological approach identified opportunities to present these formants at A2–B2 levels. The comparative approach examined typological differences between Kazakh (agglutinative) and Russian (inflective) languages, thereby helping determine the nature of L1 interference.

C. Participants

The study involved 72 adult Russian-speaking learners of Kazakh as a second language, studying at higher education institutions in Kazakhstan and working in various professional fields (n = 72, age range: 18–56+). Their language proficiency was assessed at A2–B2 on the CEFR scale. Purposive sampling was used.

D. Data Collection

Data were collected via a diagnostic survey administered through Google Forms. The questionnaire was created in both Kazakh and Russian to ensure full comprehension. Participants were also asked not to use translation tools, as this condition was necessary to accurately measure the learner's actual processing level.

The questionnaire consisted of seven thematic blocks: 1) demographic data; 2) motivational state; 3) psychological barriers during speech; 4) the gap between grammatical knowledge and practical application; 5) distinguishing semantic nuances; 6) choice of AVFs in real-life situations; and 7) level of communicative anxiety.

The study was conducted in accordance with ethical research principles. All participants took part voluntarily, were informed of their right to withdraw at any time, and were assured of full anonymity. No personal data was collected.

The diagnostic questionnaire was developed on the basis of three theoretical frameworks: Oralbaeva's (1979) AVF classification, which provided the linguistic content of the tasks; Ullman's (2001) declarative/procedural model, which formed the design of tasks targeting the gap between grammatical knowledge and its spontaneous use; and Horwitz et al.'s (1986) concept of foreign language anxiety, which guided the development of tasks assessing communicative avoidance behaviour. The task formulation was confirmed by the research supervisor and refined iteratively during the data collection phase based on participant feedback. The final questionnaire comprised 21 items distributed across seven thematic blocks.

E. Data Analysis

Both quantitative and qualitative analysis methods were employed. Descriptive statistics (frequencies and percentages) were used in the quantitative analysis to assess the frequency of learners' AVF choices and their levels of avoidance. Response distributions were calculated for each survey item, and cross-item patterns were examined to identify recurring psycholinguistic tendencies across proficiency levels. Qualitative responses were categorised into the following psycholinguistic categories: cognitive load, affective anxiety, and processing-economy strategies. This provided the basis for classifying the AVFs identified in the questionnaire scenarios by CEFR level.

IV. Results and Discussion

A. Communicative Anxiety and Failure to Integrate Into the Linguistic Environment (RQ1)

The survey results revealed a systematic gap between learners' ability to distinguish AVFs and their active use of these formants. In terms of motivational readiness, 47.2% of respondents (n = 34) rated improving their spoken Kazakh as "Somewhat relevant", and 26.4% (n = 19) as "Very relevant", yielding an overall motivational activity rate of 73.6%. However, empirical observations suggest that high motivation is not consistently realised in communicative practice, as the following questions demonstrate.

The most common manifestation of communicative anxiety is difficulty in selecting and appropriately using the right words. 48.6% of respondents (n = 35) admitted that they could not express their thoughts quickly in Kazakh. A further 31.9% (n = 23) indicated a receptive–productive gap – that is, they understand the language well but cannot speak it. This corresponds to the typical manifestation of the foreign language anxiety syndrome identified by Horwitz et al. (1986).

The results of Question 5 clearly reveal a gap between grammatical knowledge and conversational practice: 26.4% of respondents (n = 19), despite knowing the grammatical rules, were unable to apply them in actual communication, while 22.2% (n = 16) confirmed choosing a simpler alternative despite being aware of the more complex form. This tendency intensifies in Question 6, where 61.1% of respondents (n = 44) confirmed that during conversation they use the most neutral and concise forms – such as ayttım (айттым) or istedim (істедім) – representing a clear manifestation of conscious AVF avoidance.

The main focus of our study is reflected in Question 7, which examined AVF constructions such as umytıp kettim *(ұмытып кеттім),* aytıp jiberdim *(айтып жібердім),* istey almay qaldım *(істей алмай қалдым),* qulap qala jazdadım *(құлап қала жаздадым), and* sönip qalıptı *(сөніп қалыпты). The results confirmed that only 16.7% of respondents (n = 12) actively use these constructions, while 30.6% (n = 22) opted for a simpler alternative and 34.7% (n = 25) showed complete incomprehension of the forms in question. These figures demonstrate a gap between receptive and productive competence.*

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In the short scenario tasks (Question 8), 47.2%–54.2% of respondents switched to Russian, whereas only 6.9%–23.6% selected the appropriate AVF. The most difficult scenarios involved “I almost fell” and an unexpected phone disconnection, where most respondents chose Russian or a simple verb form.

The empirical data demonstrate that communicative anxiety and an inability to integrate into the linguistic environment are directly interrelated during conversation. Respondents indicate that they possess only partial receptive knowledge of AVFs, yet experience difficulty communicating, preferring to respond in their native language or resorting to the simplest available form. The survey thus scientifically confirms the need to specifically direct the methodological system towards the systematic teaching of AVFs.

B. Grammatical Interference and Cognitive Difficulties in Mastering Avfs (RQ2)

The survey data reveal that the difficulties learners face in mastering AVFs are not only motivational or communicative, but also cognitive and grammatical. This discrepancy is interferential in character. In Russian, the completion or incompletion of an action, or the occurrence of an unexpected event, is conveyed by the aspectual category, which does not exist in Kazakh. For example, in perfective forms such as забыл (forgot), выронил (dropped), and чуть не упал (almost fell), these meanings are grammatically encoded, requiring no separate analytical form. In Kazakh, however, an AVF is used to express such meanings: umytıp kettı *(ұмытып кетті)*, istey almay qaldı *(істей алмай қалды)*, and qulap qala jazdadı *(құлап қала жаздады)*. Consequently, the L2 learner's brain, accustomed to the Russian system, does not readily accept Kazakh AVFs, thereby increasing cognitive load. As a result, the learner resorts to the economy-of-processing mechanism, replacing AVFs with simpler alternatives such as ayttı *(айтты)*, bardı *(барды)*, and keldı *(келді)*. It is worth noting that a learner who has not mastered AVFs, upon hearing Kazakh conversation around them, is likely to experience communicative anxiety.

Taken together, the responses to Questions 5–7 confirm that learners’ difficulties with AVFs are not limited to motivation or communicative anxiety. They also reflect grammatical interference and cognitive load: learners may know the rule declaratively but fail to select the appropriate analytical form during real-time speech production. This explains why many respondents preferred simpler synthetic forms or switched to Russian in situational tasks.

Considering the data from both sections, communicative anxiety prompts learners to avoid using AVFs, while the absence of explicit instruction on the Russian aspectual category (вид) in L2 teaching increases cognitive load. This, in turn, highlights the need to redesign the methodological framework for teaching Kazakh as an L2.

C. From Empirical Data to a Methodological Model: Requirements and Principles (RQ3)

The empirical data analysed in Sections 4.1 and 4.2 identify four key instructional requirements for a methodological model for teaching AVFs:

Level-based instruction. The survey results showed that learners' knowledge of AVFs varied considerably: one group demonstrated complete unawareness of the formants (34.7%, n = 25), a second group recognised them receptively but could not use them productively (30.6%, n = 22), and a third group was ready for active use (16.7%, n = 12). These three groups correspond directly to the A2, B1, and B2 levels. Accordingly, the methodological system should not aim to teach all AVFs at a single level, but should organise the formants into a tiered system based on their cognitive complexity and frequency of use.

Teaching is directed from receptive to productive. The results of Question 7 quantitatively demonstrated the gap between receptive and productive knowledge. Accordingly, each stage of the system should include knowledge acquisition first, followed by oral application, and finally free production tasks. This approach constitutes a methodological application of Ullman's (2001) declarative/procedural model.

Interference-focused instruction. As demonstrated in Section 4.2, interference from the Russian aspectual (вид) category – which has no equivalent in Kazakh – leads learners to perceive AVFs as "superfluous" forms. Consequently, each AVF should be introduced alongside a comparative analysis of the Russian aspectual category, demonstrating why mastering these formants is as important as mastering Russian aspectual forms. This cognitive comparison strategy enables the learner's brain to adapt to the system of the Kazakh language.

Corpus meta-annotation principles. The survey results identified three main requirements for the corpus: firstly, each AVF must correspond to a CEFR level, as the difference between learners' proficiency levels has been quantitatively demonstrated and the Kazakhstani language education system has adopted the CEFR framework; secondly, the corpus should provide the Russian equivalent and the cognitive nuance in Kazakh for each formant, given that 72.2% of respondents (n = 52) possessed theoretical knowledge but demonstrated limited practical application; and thirdly, as observed from the short situational tasks, the highest manifestation of cognitive load led learners to resort to their native language (Russian). Therefore, the corpus should include the conceptual semantics of specific communicative situations.

These four requirements form the theoretical basis for the A2–B2 methodological system presented in Section 5 and the corpus prototype in Section 6. As revealed by the survey results, these requirements can effectively address the identified challenges in teaching AVFs.

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V. Methodological System for Teaching AVFs

Based on the requirements defined in Section 4.3, a three-level methodological system for teaching AVFs has been developed. The system is structured according to the CEFR level descriptors. Each level builds upon the receptive base of the previous level, progressively developing productive proficiency. The cognitive difficulties and interference risks identified through oral interviews with students at Astana IT University and survey data from general language learners (n = 72) form the content-methodological basis of the system.

The methodological classification for the selection and presentation of AVFs by level is provided in Table 2.

Table 2
Methodological Classification of AVF Teaching

No.	Formant	Level	Type	Trilingual Example	Cognitive-Conceptual Marker
Level A2: Two-Morpheme, Monosemantic AVFs					
1	-п жатыр	A2	Simple; present tense; continuous aspect	Kaz: *Ol kitap oqyp jatyr* (Ол кітап оқып жатыр) ↳ now, at this moment Rus: Он читает (прямо сейчас) ↳ present continuous Eng: He is reading right now ↳ present progressive	PROGRESSIVE: the action is in progress at this moment
2	-п тұр	A2	Simple; present tense; stative	Kaz: *Ol esik aldynda kütip tur* (Ол есік алдында күтіп тұр) ↳ standing, actively waiting Rus: Он стоит и ждёт у двери ↳ waiting while standing Eng: He is standing waiting ↳ progressive + upright posture	STATE + PROGRESSIVE: body posture adds to the meaning
3	-п отыр	A2	Simple; present tense; performed while sitting	Kaz: *Ol jumys jasap otyr* (Ол жұмыс жасап отыр) ↳ sitting, in a calm state Rus: Он сидит и работает ↳ action in seated position Eng: He is sitting and working ↳ progressive + seated	POSITION + PROGRESSIVE: calm, sedentary action
Level B1: Three-Morpheme, Polysemantic and Synonymous AVFs					
4	-п кетті	B1	Simple; sudden termination of an action	Kaz: *Ol umytyp ketti* (Ол ұмытып кетті) ↳ sudden, involuntary completion Rus: Он вдруг забыл ↳ sudden completion Eng: He suddenly forgot ↳ sudden, unintended completion	SUDDEN COMPLETION: an unintentionally carried out action
5	-п берді	B1	Simple; an action performed for another	Kaz: *Ol mağan audarıp berdi* (Ол маған аударып берді) ↳ an action done for someone Rus: Он перевёл для меня ↳ action done for another Eng: He translated it for me ↳ benefactive: for another's benefit	ALTRUISTIC BENEFACTIVE: the action benefits another
6	-п жүр	B1	Polysemantic; habitual action or movement process	Kaz: *Ol än aityp jür* (Ол ән айтып жүр) ↳ habitually / in motion Rus: Он обычно поёт / ходит и поёт ↳ habitual or in motion Eng: He habitually sings / goes around singing ↳ habitual OR ambulatory	HABIT / MOTION-PROCESS: context-dependent
7	-п жүре бер	B1	Four-morpheme; permission + continuation	Kaz: *Oqyp jüre ber* (Оқып жүре бер) ↳ permission to continue without stopping Rus: Продолжай читать ↳ permission + continuation Eng: Keep on reading ↳ permissive continuative	PERMISSION + CONTINUATION: encouragement to continue without interruption
8	-п бара жат / -п келе жат	B1	Synonymous pair; present tense; directional process	Kaz: *Jügirip bara jatyr / Jügirip kele jatyr* (Жүгіріп бара жатыр / Жүгіріп келе жатыр) ↳ only the direction changes. Rus: Бежит туда / Бежит сюда ↳ difference only in direction Eng: Running	DIRECTIONAL PROCESS: The motion vector is grammatically encoded

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				away / Running towards us ↳ directional vector differs	
9	бара бер / ала бер	B1	Homonymous AVF; same form, different meanings	Kaz: *Bara ber / Ala ber* (Бара бер / Ала бер) ↳ same form, different meaning in context Rus: Иди / Бери ↳ one form, different meanings Eng: You may go / You may take it ↳ same form, different meaning	HOMONYMY: the main verb determines the meaning
Level B2: Four-Morpheme, Homonymous, and Compound AVFs					
10	-а жаздады	B2	Synonymous pair; near-action; stopped just before completion	Kaz: *Qulap qala jazdadym* (Құлап қала жаздадым) ↳ stopped just in time. Rus: Я чуть не упал ↳ almost happened. Eng: I almost fell, ↳ nearly-completed action; narrow escape	LIMITED ACTION: an action that is not fully completed
11	-гің келсе	B2	Conditional; volition + condition	Kaz: *Bargyn kelse, bar* (Барғың келсе, бар) ↳ permission depending on wish Rus: Если хочешь – иди ↳ condition + desire Eng: If you want to go, go ahead ↳ volitional conditional	VOLITION + CONDITION: desire becomes a condition
12	-п болды	B2	Synonymous pair; final stage; full completion	Kaz: *Jumysty bitirip boldym* (Жұмысты бітіріп болдым) ↳ action fully completed Rus: Я закончил работу ↳ full completion Eng: I have finished the work ↳ completive: fully accomplished	COMPLETION: the action is fully accomplished
13	-п жіберді	B2	Synonymous pair; sudden brief action	Kaz: *Shynyny syndyryp jiberdi* (Шынының сындырып жіберді) ↳ suddenly, involuntarily Rus: Он нечаянно разбил стакан ↳ sudden, involuntary action Eng: He accidentally broke the glass ↳ sudden, involuntary action	UNINTENTIONAL, SUDDEN: the action is unplanned
14	-п алды	B2	Simple; action for one's own benefit	Kaz: *Ol kitapty oqyp aldy* (Ол кітапты оқып алды) ↳ for oneself Rus: Он прочитал (для себя) ↳ in one's own interests Eng: He read it (for himself) ↳ benefactive: for one's own benefit	BENEFACTIVE: action for the subject's own benefit
15	-ған болса	B2	Three-morpheme; conditional; counterfactual	Kaz: *Bilgen bolsa, aytar edi* (Білген болса, айтар еді) ↳ counterfactual condition Rus: Если бы знал, сказал бы ↳ counterfactual condition Eng: If he had known, he would have said ↳ counterfactual conditional	COUNTERFACTUAL: imagining a situation that did not occur

Note: The ↳ symbol is used to indicate semantic nuance. The formant levels are arranged according to morphological complexity, frequency of use and morphological type. The risks of interference, the communicative situation, and levels of mastery are fully presented in the article.

A. Level A2: Receptive Learning Phase

In line with the CEFR criteria (Council of Europe, 2020), the main objective of teaching AVFs to learners at Level A2 is to introduce two-morpheme progressive aspect formants and to develop receptive competence. According to the empirical data, 34.7% of respondents (n = 25) were completely unfamiliar with AVF structures. Accordingly, the primary task at the A2 level is to explain the meanings of the formants and to ensure their recognition.

The formants to be mastered at this level are: -p jatyr (-п жатыр), -p tur (-п тұр), -p otyr (-п отыр). These formants are introduced at the A2 level for three reasons: first, they are highly frequent in everyday descriptions of ongoing actions; second, their meanings are relatively transparent, indicating an action in progress or the physical state of the subject; and third, they have low cognitive complexity, as each formant carries a clear and stable meaning.

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Russian lacks a direct equivalent of the present progressive category; thus, the Russian sentence "он читает" may correspond to either qazir oqyp jatyr (қазір оқып жатыр, is reading right now) or ädette oqidy (әдетте оқиды, usually reads) depending on the context. At the A2 level, learners are first trained to recognise and use the basic progressive formants that mark an ongoing action or the subject's physical position during the action.

Tasks at A2 progress from recognition to controlled application and simple free production.

B. Level B1: Application Stage

At the B1 level, in line with the CEFR descriptors (Council of Europe, 2020), the aim is to teach modal-nuance formants and train learners to use them in specific communicative situations. According to the survey results, 30.6% of respondents (n = 22) indicated awareness of the formants at a receptive level but were unable to use them productively.

The formants to be mastered at this stage are: -p ketti (-п кетті; sudden or involuntary completion), -p berdi (-п берді; action performed for another person), -p jür (-п жүр; habitual action or movement process), -p jüre ber (-п жүре бер; permission and continuation), -p bara jat / -p kele jat (-п бара жат / -п келе жат; directional progressive process), and bara ber / ala ber (бара бер / ала бер; homonymous formants). These formants are introduced at the B1 level because their meanings are more context-dependent than those of A2 formants and require learners to distinguish additional semantic nuances such as sudden completion, benefactive meaning, habituality, continuation, direction, and homonymy.

From the perspective of an interference-countering strategy, the distinctive feature of the B1 level is that the Russian equivalents of the formants are introduced through comparative analysis. For example, the formant -p ketti (ұмытып кетті) expresses sudden or involuntary completion, whereas the simple form umytty merely denotes the completed action "forgot". In Russian, this nuance is often conveyed lexically or contextually, while in Kazakh it is encoded grammatically through the full form umytyp ketti (ұмытып кетті) rather than simply umytty (ұмытты).

The pair -p bara jat / -p kele jat is also placed at the B1 level because, although it expresses a progressive meaning, it additionally encodes the direction of movement. Therefore, learners must process not only the ongoing nature of the action but also its deictic orientation, which increases the cognitive load compared with the basic A2 progressive formants.

B1 tasks move from contextual recognition to role-play and situational production.

C. Level B2: Production Stage

At the B2 level, in line with the CEFR descriptors (Council of Europe, 2020), the aim is to teach cognitively complex, context-dependent formants and to train learners to use them freely and accurately. According to the survey results, only 16.7% of respondents (n = 12) reported using AVFs freely.

The formants to be mastered at this level are: -a jazdady (-а жаздады; near-action or almost completed action), -giñ kelse (-гің келсе; volition and condition), -p boldy (-п болды; full completion), -p jiberdi (-п жіберді; sudden or involuntary action), -p aldy (-п алды; action performed for one's own benefit), and -gan bolsa (-ған болса; counterfactual condition). At the B2 level, learners master cognitively complex, context-dependent formants such as -a jazdady, -giñ kelse, -p boldy, -p jiberdi, -p aldy, and -gan bolsa. These forms require abstract semantic operations, including near-completion, volition, full completion, suddenness, self-benefactive meaning, and counterfactual thinking.

The Russian subjunctive "если бы знал" uses two separate components, whereas the Kazakh "bilgen bolsa" (білген болса) conveys this through a single grammatical sequence, which learners are trained to perceive as a unified unit.

In line with the stages of mastery, tasks at the B2 level are performed at the discourse level: first, reading – distinguishing the metaphorical or counterfactual use of the formant from a text or corpus example; second, discussion – expressing opinions, making predictions, and using the formant freely on a given topic; and third, free monologue or dialogue construction – using all the taught formants freely and accurately when describing a specific situation.

VI. A Corpus Prototype for Teaching AVFs

A. Principles of Corpus Annotation

Recent corpus-based language learning research shows that corpora are pedagogically more effective when they are transformed into instructional resources rather than used only as descriptive databases. Systematic reviews and meta-analyses indicate that data-driven learning is more productive when learners engage with authentic examples through guided noticing, structured comparison, and supported production tasks (Lusta et al., 2023; Ueno & Takeuchi, 2023). In this regard, Curry and McEnery (2025) argue for a closer integration of corpus linguistics with language teaching and learning, while Casal and Kessler (2024) emphasise the need to expand data-driven learning towards broader pedagogical applications. Accordingly, the corpus prototype proposed in the present study is not treated as a general linguistic database but as a teaching-oriented resource organised by CEFR level, communicative situation, cognitive-conceptual marker, and interference risk.

The corpus prototype combines an annotation model with authentic examples from the National Corpus of the Kazakh Language (qazcorpus.kz). Each record is annotated by CEFR level, cognitive-conceptual marker, interference risk, communicative situation, and stage of mastery. Examples are selected for authenticity, semantic correspondence with the marker, and clear source specification.

B. A Corpus Example: Based on the Verb "Baru"

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To demonstrate the working principle of the corpus prototype, an example is presented based on the lemma "baru". The lemma "baru" was chosen for two reasons: 1) frequency (Zipf, 1965). This verb is one of the most frequent verbs in the Kazakh language; 2) semantic breadth (it covers all AVF types).

TABLE 3
CORPUS PROTOTYPE BASED ON THE LEMMA BARU (БАРУ)

No.	Measure	Content
1.	Lemma	*baru* (бару)
2.	Formant	*-a jatyr* (-а жатыр)
3.	CEFR level	A2
4.	Communicative-conceptual marker	PROGRESSIVE: the action is in progress at this moment
5.	Communicative situation	Everyday description: "Where are you going?"
6.	Interference risk	Russian lacks the present progressive; learners often substitute the simple present, e.g., *barady* (барады)
7.	Stage of mastery	Learning → Application → Free production
8.	Pedagogical example	– *Qaida bara jatyrsyñ?* (Қайда бара жатырсың?) – *Dükenge bara jatyrmyn.* (Дүкенге бара жатырмын.)
9.	Authentic example NCKL (**ҚТҰК**)	*Meirbek quandy. "Demek, paradqa bara jatyr. Soñynan qalmaiyn..."* (Мейірбек қуанды. «Демек, парадқа бара жатыр. Соңынан қалмайын...»)
10.	Source	NCKL (**ҚТҰК**) (qazcorpus.kz), Reading Corpus: *Anthology of Kazakh Children's Literature.* Comp. Baybota Koshym-Nogay. Almaty: "Ädebiyet" Publishing House, 2021. Vol. 6. 480 pp.

VII. CONCLUSION

The study identified, based on empirical data, the psycholinguistic and methodological foundations for teaching analytical verb formants (AVFs) to Russian-speaking adult learners of Kazakh as a second language (L2).

In line with RQ1, the survey results demonstrated that learners possessed only partial receptive knowledge of AVFs but were compelled to switch to Russian or resort to simple synthetic forms due to increased communicative load. In the short situational tasks, 47.2%–54.2% of respondents chose to answer in Russian, indicating an inability to integrate into the linguistic environment due to the emergence of foreign language anxiety (Horwitz et al., 1986).

In line with RQ2, the main mechanism of grammatical interference was identified: auxiliary verbs are perceived as "superfluous" because AVFs in Kazakh are not taught, unlike the Russian aspectual category (вид). This leads learners to adopt a cognitive easing strategy, opting for neutral, simple, and concise forms during conversation – a tendency confirmed by 61.1% of respondents (n = 44). Furthermore, drawing on Ullman's (2001, 2016) declarative/procedural model, a gap was identified that hinders the transformation of theoretical knowledge into procedural skill. In accordance with the level of cognitive difficulty and the risk of interference, AVFs were divided into three levels: two-morpheme, monosemantic formants (A2), polysemantic and synonymous formants (B1); and four-morpheme complex formants (B2). This division was based on morphemic complexity in Oralbaeva's (1979) classification and on the interference risks identified in the empirical data.

In accordance with RQ3, a three-level methodological system (A2-B2) and a corpus prototype were proposed to meet the four requirements derived from the empirical data. The system is based on the principles of tiered, receptive-to-productive instruction, a comparative interference-countering strategy, and corpus-based meta-annotation grounded in the National Corpus of the Kazakh Language (qazcorpus.kz).

The scientific contribution of the study is established from three perspectives: firstly, from a psycholinguistic perspective, the receptive-productive gap in the acquisition of AVFs has been demonstrated with quantitative data for the first time; secondly, from a methodological perspective, a trilingual classification system was developed linking AVFs with CEFR levels, cognitive-conceptual markers, and interference measures; and thirdly, from a corpus perspective, an annotation model for teaching AVFs was proposed, providing a flexible foundation for future corpus research.

Research Limitations: Two types of limitations were identified. The first concerns the generalisability of the survey results (n = 72); the second is a corpus limitation – the corpus prototype was restricted to the lemma baru (бару) alone. The creation of a fully-fledged corpus remains a task for future research.

Future research proposes three directions: first, expanding the corpus beyond the “baru” (бару) lemma to include other high-frequency verbs; second, experimental verification of the proposed methodological system with control and experimental groups; and third, extending the level to encompass A1 and C1–C2 within the full CEFR progression.

In conclusion, this study was grounded in identifying the psycholinguistic barriers to mastering AVFs for Russian-speaking adult learners and seeking methodological solutions to overcome them. The system demonstrates that a targeted, level-based teaching model – capable of responding to the learner's actual cognitive load – is both feasible and theoretically justified.

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Declaration of the Use of AI

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