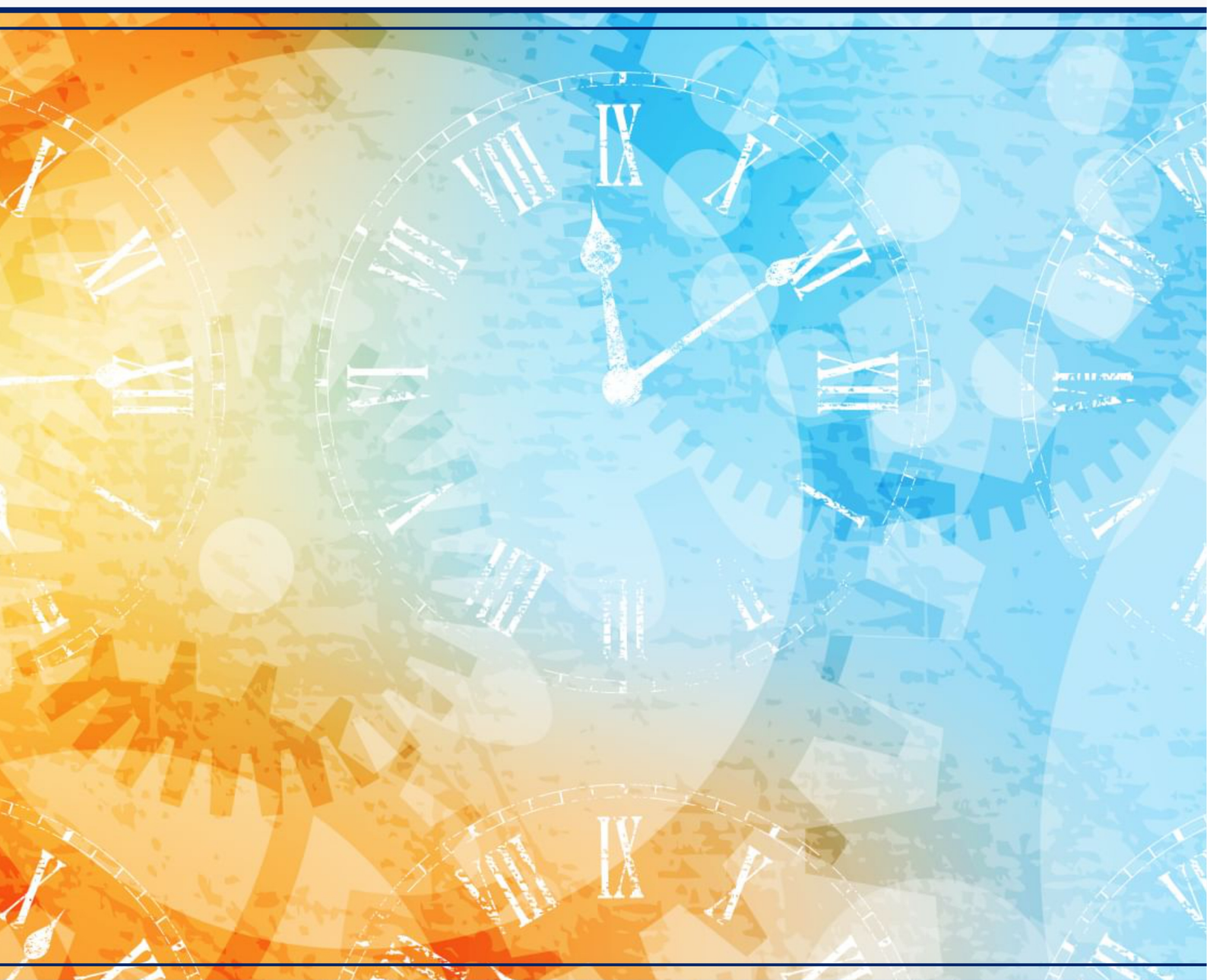


# Global Trends & Values in Education





Ministry of Education and Science of the Republic of Kazakhstan  
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# **Global Trends and Values in Education**

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## **CHAPTER-I**

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### **TEACHERS' PERCEPTIONS ON THE EFFECTIVENESS OF MAKATON IN A NURSERY CLASSROOM**

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#### **Abstract**

The present study examined teachers' perspectives of a visual support based language teaching tool 'Makaton' for preschool students in early years classrooms. Despite being used worldwide, only a few studies on Makaton as a tool to support spoken English in preschool education were conducted. This paper focuses on a study of Makaton being used at a school in the capital of Kazakhstan where students learn English as a foreign language. The qualitative case study drawing on data from class observations and interviews with teachers focused on the extent to which teachers believe this tool facilitates the development of basic functional English for EY learners. This paper will share results which reveal teacher perceptions of the positive benefits Makaton has on the development of language for ESL students and challenges in using this tool in an EY environment. The results are useful for EY pedagogues who are interested in exploring alternative methods to support preschool English learners. It is also a novelty study as Makaton is not widely used and there has not been any research done on Makaton as an ESL teaching tool in the context of Kazakhstani EY education. Therefore, this paper aims to stimulate dialogue on the use of Makaton in the local context.

**Keywords:** Makaton, Early Childhood Education, Inclusive Education, English as an Additional Language, Second Language Acquisition

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## **1. Introduction**

The purpose of the study was to evaluate the extent to which Makaton facilitates the development of basic functional English from nursery teachers' perspectives in one international school of Astana. Makaton is a system of gestures and symbols used along with simple talk, which is based on British Sign Language (BSL). It was originally designed for people with learning disabilities and speech impairments, and is now used around the world, in over 40 countries (Autism Care, 2006; Makaton Development Project, 2006). Since then, it has been used as a communication tool by people of all abilities, and even as an instrument to teach English as a foreign language. Researchers of the developed world such as Mistry and Barnes (2013) and Ford (2010) conducted studies on using Makaton to teach English to young non-native learners.

The research site implemented Makaton as a teaching tool to support and enhance preschool students' spoken English. Nursery teachers of the school expressed that their main concern was the language barrier of the students and them not speaking even basic English. The school's language of instruction is English, therefore, to live a successful student life further on students need to be able to communicate in English. Teachers reported that only international students could effectively communicate with the teachers and each other in the English language. Consequently, those children tended to have very rare interactions with the local students as the latter naturally chose to communicate in Russian (their native language). This created language and social barriers between the two groups - students and peers, and students and teachers. This is a real concern as once they would move to the primary school stage, the gap in foundational language skills could potentially cause disparity in academic performance (Miller & Garcia, 2008).

The need to enhance students' spoken English is not exclusive to this one school. The issue of ESL learners not reaching their learning outcomes created the demand of learners' parents to effectively study English at earlier stages (Zhetpisbayeva & Shelestova, 2014). The State Program of Development of Education of the Republic of Kazakhstan for 2011–2020, confirmed that there is a high necessity for creating effective theoretical and practical linguistic support for teaching English in Nursery and Primary schools.

More importantly, Makaton has been used to not only enhance the ESL experience of non-native speaking learners, as mentioned previously, but also to promote inclusivity and equity as the tool was originally designed to support more complex language and communication needs. Mistry and Barnes (2013) argued that Makaton when used as an ESL teaching tool provides a more inclusive approach to teaching as it assists learners in overcoming language barriers that can be both physical (impairment or delay) and psychological (lack of confidence in speaking). Makaton is argued to include all learners' communicative and intellectual needs as it provides a simple and very visual support. Despite it being designed for people with impairments and learning difficulties, it has now been used worldwide and includes people of all abilities (Makaton Charity, 2008), which essentially is what inclusion is about. Consequently, Makaton became an ESL tool choice in an international school in the capital city of Kazakhstan.

Now, with Makaton having been implemented at a Kazakhstani school for the first known time, the study aimed to find answers to the following research questions: to what extent do teachers perceive the effectiveness of Makaton in developing basic functional English in their nursery classroom? Are there any challenges to using Makaton as a tool for developing basic functional English? What modifications, if any, would EY teachers make, to improve Makaton as a tool?

## **2. Conceptual Framework**

To answer the research questions, the following main themes were explored in the review of relevant literature: language acquisition theories, gesture and speech, affective filter hypothesis, use of Makaton to support basic English, and attitudes towards Makaton as a tool of communication.

### **2.1 Second language acquisition in preschool**

Skinner's (1957) second language acquisition theory underpinned the study. It is argued that children learn a second language through the chain of reinforcement as behaviorism suggests: learners associate words with meanings. It is especially important to cultivate such reinforcement at an early age as some linguists would suggest: age of three has been proven to be the most sensitive and significant period of childhood when children develop their intelligence, language competence and speech (Davydov, 1996; Elkonin, 1998; Venger, 1982; Vygotsky, 1934). Freund (1990) and Vygotsky believed in guided learning where an environment and people a child is surrounded with are crucial for learning and development. Such a stimulating environment where verbal behaviours are constantly modelled and reinforced is crucial. Skinner supported that an environment shapes, nourishes and maintains verbal behaviors which include interactions between listeners and speakers (Skinner's writings, 1957a, as cited in Maria de Lourdes R. da F. Passos, 2012).

Ambridge and Lieven (2011) shared an example of positive reinforcement of verbal behaviour: a mother rewarding her child with milk when the child utters the word "milk" correctly. In the "Signing with babies" research project conducted by Ford (2010), parents were encouraged to accompany their gestures with smiles, or certain emotions on their faces and voices, which parents did naturally either way. Such an approach is also encouraged in Makaton and other visual language systems where people would accompany gestures with a certain tone



in their voice and mimic a facial expression at the same time, to make it easier for language learners to apply meaning to the words spoken and gestured.

## **2.2 Gesture and speech**

Volterra and Etting (1990/1994) viewed gestures as the main prelinguistic step in language formation. Capirci reports that Gentilucci and Corballis (2006) confirm in their study that gesture and speech evolve together with a gradual transition in children's development of communication skills. As cited in Capirci, Kendon (2004) argued that there is a strong connection between gesture and speech: the more children communicate using gestures, the more developed their spoken language will be, as there is a close connection between speech and gesture in a child's vocabulary development. They also provided evidence that once children's vocabulary increases, gestures start separating from speech. Wilkins (as cited in Anelli Tissel, 2019) believed that gesture is a language bridge between children's mother tongue and the language they learn. This leads to the question that researchers have attempted to find an answer to - to what extent, and can gestures enhance spoken foreign language at early stages of children's development? This will be further explored in relation to Makaton.

## **2.3 Krashen's affective filter hypothesis**

I looked at teaching approaches through the scope of Skinner's and Vygotsky's language acquisition theories. Natural approach to teaching English as a foreign language supports meaningful communication (Krashen & Terrell, 1983). The approach is based on unconscious communicative learning where children learn a second language as if they were learning their mother tongue. That way the language is not forced, and at the same time, can be practiced when teaching English and practicing speech using Makaton. Krashen's (1982) affective filter hypothesis is built on the idea of the importance of positive emotional state and attitudes, especially for beginners which is our research target group. Krashen's quantitative research (1982) identified three main predictors of successful second language acquisition

which are motivation, self-confidence and anxiety. The higher your motivation and self-confidence are, the better you do in the classroom. Similarly, the lower the learners' anxiety levels are, the more receptively they acquire the second language.

Cross (2007) and Pim (2010) supported the importance of initial emotional comfort before learning a new language as it can be an anxious process for many learners. Developing a positive and inclusive environment is beneficial for both teachers and young learners, as it can create a sense of belonging and stronger relationships, which at the same time help overcome learning barriers (Cross, 2007). Language teachers and students are well aware of how a language barrier can negatively affect their learning and communication, and even self-esteem. It can also be explained through a well-known concept in psychology and education - Maslow's hierarchy of needs (1943): it is a five-levelled model of human needs where psychological needs such as safety and self-esteem come before self-actualisation (accomplishment and creativity). In this system, a language barrier is a psychological aspect of the hierarchy, and is advised to be overcome before the learning/language acquisition can occur (which is a self-fulfilment need). Makaton is argued to be an effective way to overcome psychological barriers as it has proven to be helpful in building relationships with participants of communication, improving eye-contact and raising motivation and willingness to initiate communication (Mistry & Barnes, 2013).

#### **2.4 Use of Makaton to support basic English**

As of this date, there has been no research done on Makaton and its use as a teaching tool to improve English as a second language in Kazakhstan. However, there have been studies done in developed countries such as the USA and the UK (Capirci & Volterra, 1993; Ford, 2010; Madigan, 2005; Makaton Charity, 2008; Mistry & Barnes, 2013). Despite Makaton being originally created to be a communication tool, it was also designed to "encourage and develop language and literacy skills" (Makaton Charity 2008a, p. 61). It has recently been highlighted

as a beneficial aid for those who do not have additional needs, especially in trials with the participation of parents baby signing with their children. For example, Capirci and Volterra (1993) reviewed several studies where they experimented with the use of gestures with both hearing and non-hearing people. Similarly, in her study, Ford (2006) concluded that although signing did not have much noticeable effect on babies' language development, it enhanced other communicative factors such as understanding more words and acquiring a larger vocabulary, increased eye contact and reduced frustration. Madigan (2005) in his study for Warwick University, also reported the benefits of using symbols such as reduced frustration and positive behaviour. Mistry and Barnes (2013) applied the second language acquisition theory and the gesture and speech theory in their experimental study and concluded that using Makaton can encourage children to initiate communication in spoken English. In this study, teachers' perceptions of the effectiveness of Makaton as a basic language supporting tool in relation to the effectiveness identified in other contexts, and local factors that contribute to this were explored.

## **2.5 Challenges when using Makaton as a tool of communication**

In 2005 (Abbot & Langley, 2005), among the positive feedback that has been listed above, some teachers and their assistants expressed their concerned attitudes towards Makaton such as Makaton not being suitable for older children, and misunderstanding from society and others as it be perceived as a handicap in a negative way. Burman (2001) also identified and analysed the following issues: Makaton was not widely enough used; Makaton can be detrimental to speech; it makes children appear more disabled; some think it only suits non-verbal people. None of the tools are perfect, so in order to evaluate Makaton as critically as possible, some negative experiences were identified in previous studies. Hence, one of the research questions the current study tried to explore was related to the challenges that EY teachers had when implementing the new tool in their classrooms. I will look into whether

these learning outcomes and issues are applicable in the Kazakhstani context; specifically I will provide insight into Makaton as a new tool that facilitates language development amongst young ESL learners.

### **3. Material and Methods**

This research was a case study (as defined by Creswell, 2008), which was an exploration of several nursery teachers' experiences and attitudes towards Makaton as a teaching strategy to encourage basic functional English. It is a phenomenological study given that it rests on the perceptions of teachers. Convenience non-probability sampling is characterised by the convenience of practical criteria such as accessibility of the place and the research participants (Etikan, 2016). The participants were selected using a purposive non-probability sampling method. The name is self-explanatory: the participants i.e. teachers needed to meet a set of criteria necessary for the research (Cohen, Manion, & Morrison, 2000): classes with the highest number of ESL beginners which is nursery classes, where they only start learning English. Another criterion was them being trained to use Makaton as an ESL teaching tool and using it from the beginning of the academic year. The minimum number of participants for this study was six (Morse, 1994), which is the sufficient number for phenomenological studies. Seven participants consented and they all met the study criteria: working as a Nursery teacher at the school and being trained to use Makaton in the classroom. Those volunteers were observed during their classes where Makaton is used and were afterwards invited for face to face interviews individually, where they shared reflections of the lessons observed.

I used two data collection instruments for this study: observation protocols and face to face interviews. Both tools were designed based on the key concepts drawn from the literature review such as: children's language development through gestures (Capirci & Volterra, 1993;

Ford, 2006); attitudes towards Makaton as a teaching tool to develop language (Abbot & Langley, 2005; Burman, 2001; Ford, 2010; Mistry & Barnes, 2013; Vinales, 2012; Warnock report, 1987); effective second language acquisition (Krawen, 1997). Observation protocols were used to observe the teachers when using Makaton during their classroom activities. This instrument allowed me (Creswell, 2007) to structure the observation process and focus on separate, thematic dimensions. The participants then reflected on what had been observed as the start of the semi-structured interviews. Semi-structured interviews allowed a greater depth of understanding the topic through exploring the participants' experiences and knowledge, as well as their opinions and attitudes (Creswell, 2014). Interviews were a final step of the triangulation process. Triangulation allowed us to gather a variety of points of view (Gorard & Taylor, 2004; Creswell, 2008) which helped my small-scaled study feel more credible by providing different sources of information and confirmation. I followed Creswell's (2008) educational research data analysis process. The data collected from the interviews and observation field notes were analysed manually. The transcribed data were analysed using a coding method (Creswell, 2007; Tesch, 1990) by dividing the text into several broad themes for further description and the researcher's interpretation. The data from the interviews revealed not only attitudes towards Makaton as a teaching tool in a nursery classroom, but also teachers' experiences and personal observations when they used it. Despite the structured nature of both interviews and observation protocols, any data collected beyond the set key concepts was found useful for analysis. The key findings from both the class observations and reflective interviews have been outlined in the table 1 appendix.

#### **4. Findings and Discussion of the Results**

The study findings have been discussed below, in accordance with the research questions. The outlined themes that emerged from the observations and interviews structured the analysis.

#### **4.1 How is Makaton used in an EY classroom?**

The way preschool teachers incorporated Makaton in their classroom was pretty consistent in terms of creating a visual learning environment for children. As observed at the participants' classes, Makaton has been used in early years classes to support learners' functional language and its development. All early childhood teachers incorporate Makaton at the beginning of each day by having social time in various activities such as singing greeting songs and engaging in small talk and going through a daily routine together (timetable and register). For that, in addition to saying words and signing them in gestures, respondents also use additional visual aids such as flashcards with symbols on them, pictures and a whiteboard to show videos. The whole classroom setting is colourful and visual. Early childhood education teachers choose to store Makaton symbols differently: some keep them on the wall near the entrance, some keep them in special folders and boxes and take them out for vocabulary practice and use them as flashcards, others stick them to each physical object or theme related section of the classroom. Each card has a Makaton symbol on it with a word spelt out. To transition children from one activity to another, the language of instruction is also spoken in Makaton such as "tidy up", "eat breakfast", "wash hands", "go to sleep". In reception classes, they use a gesture to sign and learn phonics. They also incorporate Makaton for storytelling to incorporate for basic words, as P2 and P3 shared in their interviews. Those who work with younger children mostly target actions in terms of focused vocabulary in a form of music and play. Skinner's language acquisition theory is mirrored in such an approach to teaching the language to young learners, as well as Vygotsky's constructivist approach in the socio-cultural theory of cognitive and language development with their emphasis on positive reinforcement of verbal behaviour and meaningful communication. Such approach makes it easier for children to apply meaning to the words uttered and gestured at the same time, along with other visual indicators such as expressive emotions.

#### **4.1.1 Makaton for overcoming a language barrier**

Designing a classroom setting in such a visual way can be beneficial. From what I observed, learners feel very comfortable there as they have many optional activities to engage in. So are the scheduled everyday activities where learners use Makaton to develop their basic language. Such a positively presented classroom environment seemed very encouraging and welcoming to me. P2, P3 and P7 shared that some children tend to be shy and/or still find it difficult to speak English, so Makaton helps in creating a more inclusive environment where learners can take time in their progress or express themselves in alternative ways. For instance, P1 shared,

They know that the sign is related to a word and it encourages them. I have children in my class who don't speak an awful lot and sometimes they don't want to say it because they feel shy, and I say 'Well, you can sign it if you want' and they sign it. I think it's just an amazing way of communication for non-English speakers to help them acquire English slowly.

This finding supports the results of Mistry and Barnes' (2013) study which reported that Makaton promotes the growth of an inclusive environment, where all learners' needs are met, specifically their need to overcome the language barrier. Krashen (1982) in his affective filter hypothesis highlighted the importance of overcoming the language barrier as he believed that a positive emotional state is one of the main predictors of successful second language acquisition. Furthermore, creating a positive environment is a key policy that the early childhood education department of the research site is known for. Cross (2007) and Pim (2010) support the importance of initial emotional comfort before learning a new language as it can be an anxious process for many learners. Developing a positive and inclusive environment is beneficial for both teachers and young learners, as it can create a sense of belonging and stronger relationships, which at the same time helps overcome learning barriers (Cross, 2007); therefore, an inclusive environment might be a good foundation for young learners and their verbal development.

#### **4.1.2 Makaton for behaviour management**

Behaviour management is a common theme that emerged as all the participants mentioned that Makaton is a tool that they use to communicate appropriate behaviour. P2, 3 and 4 use Makaton to communicate specifically unwanted behaviours by reinforcing a positive behaviour through encouragement and praise: “good listening”, “good speaking”, “good sitting”, “good looking”. P1 used Makaton to encourage and build friendly relationships among classmates: “We’re all friends here. We help each other. We share. We’re happy together.” This is something I observed at the beginning of their class, and P1 later shared that they do it every morning to both practice social language and also cultivate a positive environment. Ford (2006) and Madigan (2005) concluded that using elements of Makaton, specifically signing with gestures to support speech development encourages a positive behaviour, an increased eye contact, and reduces frustration. When observing the classes, reinforcement of positive behaviour was executed in a playful manner as expected in many other activities in a typical early childhood classroom. In some instances, managing unwanted behaviour was shown but it was done individually for even better clarity and to obtain the full concentration of a child. The reinforcement element is an important component of second language acquisition according to Skinner (1957), as it forms children’s verbal behaviour, especially at preschool age.

Better concentration is a common behaviour teachers wanted to develop, as it is more beneficial for language acquisition as the learning becomes more active and engaged, especially when all-round reinforcement is used - utterance, signing, expression and a symbol/image if necessary. When I was observing the participants’ classes, I noticed that it was challenging to keep all the young learners focused, but according to the teachers, especially P2 and P6, this new approach helped them pick their learners’ interest and also draw their attention when necessary due to its visual form. It was not always the case, as in some instances



children would still get distracted and lose interest quickly but as P7 said, it is learning progress, and even if it might seem challenging to practitioners, it should be still exercised regularly.

#### **4.2 To what extent is Makaton an effective tool for developing the use of basic functional English?**

When I asked the participants about the effect that Makaton has on learners' language acquisition, some participants agreed that with some children it is difficult to judge where they actually picked up the language. For example, P4 described the challenge of judgement and evaluation of learning the language: "It's difficult to know what impact it might have in terms of language, whether it's just the repetition, you know." Many Makaton activities are repetition based, and are practised on a regular basis - this repetition for some teachers is an indication for successful language acquisition, for the others - it is not. A variety of factors for effective language acquisition emerged from the participants' responses, including the age of learners, building young learners' vocabulary using Makaton, the visuality of Makaton as a tool, learners' responsiveness to the tool, and learners' level of understanding.

##### **4.2.1 Age of learners when acquiring the language in early childhood**

Those who teach the youngest students believe that age matters in their case when it comes to acquiring the actual language. P6 shared that she had the experience of working with two different age groups, and in her experience of using Makaton, she noticed that for some reason, three-year-olds acquire the language quicker and seem to be more active in interactions with teachers. Two-year-old learners seemed to be indifferent at both classes of P5 and P6. This can be explained by the age of the group, as they are still developing their skill to stay focused and listen carefully, and stay still when adults try to engage them, so getting distracted is expected. This result corroborates with Vygotsky's theory of cognitive development where he stated that internalised language results in cognitive development and forms at the age of three (Davydov, 1996; Elkonin, 1998; Venger, 1982; Vygotsky, 1934). Despite that, P5 still

has a positive outlook on Makaton's effect on the language and says that while it might seem that children are not paying attention and are busy with playing other games, they are still subconsciously engaged. While it might not be an ideal situation and young learners would be preferably more actively engaged in learning activities, P5's comment could be possible, as according to Skinner, young children's language skills are shaped by their environment. As long as they remain in the environment, "information soaking" gradually happens, and when children grow older, their language capabilities grow. This result corroborates with the studies of Mayberry and Nicoladis (2000), Colletta (2004), McNeill, (2005), Goldin-Meadow (2002) and Pine (2004), who suggested that the use of gestures increases with age and becomes more subtle and fluent. P6 also shared that younger children (age two) tend to gesticulate simple and straightforward Makaton signs, and the older they get, the more they will initiate communication and use more words, therefore, their verbal growth becomes more evident and easier to track for teachers.

#### **4.2.2 Responsiveness to interactions in Makaton**

All respondents agreed that Makaton got a mixture of reactions to it in terms of ongoing responsiveness. P2, P5, P6 and P7 also say that sometimes children would not react, which is fine as they do not wish to put pressure on their learners. As explained previously, when talking about the age of ESL learners, they might take longer acquiring the language which is not necessarily a negative thing. For example, is P3 sharing that

I can see that it is a valuable tool. It's another form of communication and I think when children are babies, they pick up on signs more than language and emotions. So I think that for these children, like from two years old, they're going to pick signs up, in my opinion, quicker than they would words and I think it really helps to have children learning English. I really think it helps them learn the basics of it.

Here she argued that young children pick up signs first before they can express it in actual verbal words. Mistry and Barnes (2013) and Capirci and Volterra (1996) supported the idea by

arguing that children use two gestures before they utter words during their early language development.

#### **4.2.3. Improvement of understanding**

Some respondents also think that Makaton helps with understanding what is being said - according to P2, with time children started comprehending instructions straight away without the instructions being repeated, thanks to Makaton. Most children, according to all the participants, do not speak English well, but the tool allows them to gain sufficient responsiveness. P3 has experienced appropriate emotional responses from her students to what she was saying, which to her meant understanding the concept of what was being said. P4 supported the idea of Makaton enhancing understanding, especially for non-English speakers. Sometimes a teacher assistant would help the main teacher translate some words into learners' native language, but P4 believes that it is not necessary, as Makaton is helpful enough to achieve their understanding. P7 also witnesses children picking up the meaning of words much quicker when it is expressed in Makaton - word+sign+facial expression. This finding supported the idea of behaviourism and Skinner's language acquisition theory that children learn a second language through reinforcement by associating words with meaning. According to P7, Makaton signs represent universal concepts, which is helpful in classes where children do not speak English as their first language. It aids their understanding. The participants teach groups with mixed backgrounds and abilities, so enhanced understanding is definitely a significant benefit. The tool can be brought to the place where English, the language of instruction, is not spoken by everyone. For effective language acquisition in this study, early childhood teachers responded that they believe Makaton needs to be practised as a whole - gesturing signs and saying a word along with it and encouraging children to copy it after them. This idea has been widely represented in many ESL learning environments, and it supports language acquisition theory of reinforcement. According to all participants, this tool should be practised consistently

and regularly in order for it to be effective. P7 believes it should even be standardised, so teachers could use it more effectively and children could pick it up a lot quicker.

### **4.3 Challenges to using Makaton**

#### **4.3.1 Inconsistency in Practice**

All participants agreed that they find it challenging to remember to use Makaton more regularly to keep it consistent. P2, P4, P5, P6 find it difficult to remember to incorporate it in unpredictable situations typical to an EY classroom environment, especially when they get very busy with everyday tasks. P7 noted that: *“everybody's really into it at the beginning because it's something new and exciting. But then like anything else: once you're done with it, after a while you tend to go back to your old ways.”* It is understandable, as new things in general are a change in the routine, so naturally people would show higher enthusiasm following this new trend. On the other hand, even new and exciting things can get exhausting to some people, so as P7 shared here, they would want their usual and known comfort.

Another challenge that the participants admitted to face is incorporating all Makaton elements, particularly Makaton symbols. When observing the participants' lessons, the business and occasional chaos of the environment was evident, especially in groups of younger children (aged two), so it affected both the learners' concentration and, therefore, their language acquisition to an extent.

These challenges appear to be unexpected in terms of the literature research. While these challenges are expected in the world of preschool education, those were not the challenges that I found when doing research which mainly included the novelty of Makaton (not common enough as a tool), age inappropriateness (not suitable for older, higher ability children), and negative misconception of Makaton, as it was originally created for people with special needs (Abbot & Langley, 2005; Burman, 2001; Warnock, 1978). Knowing these

challenges could help reconsider at what age Makaton should be implemented in education, and how to support preschool teachers in making it a systematic tool.

#### **4.3.2 Complexity for younger learners**

P5 and P6 mentioned that they struggled with the complexity of phrasal gestures (which contain two signs in one) for younger children such as the age of two. P6 also shared the challenge of maintaining attention and repetition for the learners themselves. This is an unanticipated result as contrary to the expectations of Makaton's simplicity, not everyone found it as simple to use. While Burman (2001) and Makaton society reported it to be designed as simple of a tool as possible, P5 and P6 experienced it as tricky to use with younger children (two years old). P7 also experienced similar challenges but shared with me that she does not give up and continues the whole practice as she believes it will eventually pay off. The purpose of Makaton, as every early childhood education teacher agreed, is to make learning and language acquisition as effective as possible, so it is expected to simplify the tool for the learners' and teachers' benefit.

#### **4.3.3 Desired changes in the tool**

The modifications that preschool teachers reported to see about using Makaton were closely related to the challenges that they faced during the tool implementation. Most common changes were higher consistency in using the tool and more wholesome approach.

#### **4.3.4 More consistency in using the tool**

All participants unanimously agreed that they wish Makaton would become a mandatory tool, but used more systematically and consistently. Studies presented in the literature review support the idea of the systemic implementation, even when the tool was incorporated into a program as an experiment. Such a conditioned and monitored approach implied consistency and unity. For example, Mistry and Barnes (2013), Capirci and Voltera (2008), Ford (2006), Burman (2001) experimentally used Makaton on a regular basis and

targeted specific vocabulary for evaluation. Their studies were well-planned and the participants reported consistent engagement which resulted in the participants benefiting from Makaton the most.

#### **4.3.5 Using all elements of Makaton**

Some respondents said that they would not change anything about the tool as they mostly had positive experiences with it. They did, however, share that they would like to see themselves incorporating Makaton more fully, including using the symbols and some more signs to learn more words. Despite some participants not always implementing all the Makaton elements, the literature showed that learners still benefit from some elements of Makaton. Madigan (2005) in his study for Warwick University and Ford (2006) both conducted studies where only some elements of Makaton were used to evaluate the effectiveness of Makaton - symbols and gestures respectively. Both reported some benefits of using only symbols or only signs such as reduced frustration and positive behaviour.

### **5. Conclusion**

The participants shared very unique experiences, as at that moment it was the only school in Kazakhstan that implemented Makaton as a tool for teaching basic English to local preschool students. Due to the novelty of the tool, this study has provided useful insight into how EY teachers perceive the effectiveness and use of the tool in the Kazakhstani context, as well as what English language acquisition means to EY teachers. This study can be further extended into a larger scale experimental research in a higher number of preschool classes, to generalise the results. The obtained knowledge of Makaton background and teachers' overall positive perceptions of the new tool might promote better inclusivity in preschool education, as well as highlight the importance of a natural approach to teaching a foreign language to young learners.

Conflict of Interest: The author declares that they have no conflict of interest.

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**Footnotes and Tables**

**Table 1. Thematic Data Analysis**

<b>Research Topic</b>		Teachers Perceptions on the Effectiveness of Makaton in an EY classroom		
<b>Research Question</b>	To what extent is Makaton an effective tool for developing the use of basic functional English?	How is Makaton used in an EY classroom?	Are there any challenges to using Makaton as a tool for developing basic functional English?	What modifications, if any, should be made, to improve Makaton as a tool?
<b>Key Concept/ Category</b>	Gestures for Language acquisition in early childhood  Natural approach to TEFL	Makaton as a multimodal tool for communication and language acquisition	Challenges to using Makaton	Desired changes in the tool
<b>Theme</b>	Age of learners when acquiring the new language  Vocabulary building  Visual Support  Responsiveness  Consistency and	Visual Support Learning vocabulary  Overcoming a Language barrier  Behaviour Management	Inconsistency Busy and chaotic EY environment  Complexity of phrasal gestures  Mixture of reactions	Consistency and system  Minimalistic approach

	repetition Enhancement of understanding			
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## **L1 LITERACY IN KAZAKHSTAN AND ITS EFFECT ON L2 ENGLISH ACADEMIC LITERACY**

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### **Abstract**

As foreign language universities are becoming ever-more common, the issue of second-language tertiary literacy has come to the forefront. The linguistic demands of such universities on new students are very challenging. Though freshmen can pass international language exams in English, the literacy skills that are most important to tertiary success are those developed in their first language. However, it is becoming more widely known that most Central Asian post-Soviet education systems do little to develop such literacy. It would be of great interest to understand the experiences of students who were going through this difficult tertiary literacy process. Our exploratory ethnographic study investigated students' linguistic and schooling backgrounds, their development of writing skills, and their literacy metalanguage, to try and ascertain the effect of their first-language literacy on their progress. Therefore, we investigated a Foundation level English-language writing class, the experiences of its teacher, and six of its students, in a Kazakhstan university. Our findings show that literacy practices in the high schools of Central Asia seem to be deficient both in the quality of literacy teaching and in the culture of literacy, namely critical thinking and metacognition. These have had demonstrable effects on students' literacy acquisition.

**Keywords:** L1 Literacy, L2-English Academic Literacy, Metalanguage, Argumentation, CEFR.

**Manuscript:**

**1 Introduction and context**

Tertiary education is built upon advanced literacy skills. When these advanced skills are practiced in an Anglophone university in Central Asia, the language may be foreign, but the literacy skills may be too abstract. Therefore, it is the role of university literacy teachers to work on raising students' standards (Jones, Turner, & Street, 1999). This work can be done more successfully if students' literacy foundations are known. That is the purpose of this study, which tries to explain the relationship between L1 literacy foundations and their effect on L2 tertiary literacy. The authors' university is an American liberal arts-style college which conducts most of its lessons in English. It has Foundation- level courses to bring potential students literacy up to the entry requirements, through a literacy program. It is this program and its students that are the object of an exploratory ethnographic study of students' background and literacy metacognition.

**1.1 Literacy and the transition to university**

Entry is typically gained to an Anglophone university through the well-known international examinations, chief of which are IELTS and TOEFL, which test the four skills. Universities usually enroll those who have reached B1 level on the CEFR scale, the implication being that such students should be capable of studying in English. Despite the belief that many universities have in the examinations, these tests are not tests of tertiary literacy and do not reflect tertiary writing requirements (Ryan & Viète, 2009; Neff, 2013). It is then incumbent upon an institution to interpret students' scores and decide for themselves which students they will accept. Often this means students completing a semester or more of Foundation training. Being that the test is in a foreign language, their L2, means that their L2-English studies will mostly be built upon the foundations of their first- language education.

Naturally, tertiary literacy is considerably more complex than the demands of any high school program. Nobody arrives at university conversant in Academic English (Bourdieu & Passeron 1994: 8). Universities take in freshmen, and challenge those students to build up their writing skills to the required standard. Success at this is made more likely if the students' high schools prepared them by laying a foundation of in-depth reading and writing, including source use (Sharp, 2010; Keck, 2014), and perhaps experience of citation (Friedman, 2019), which seems to be common in Anglophone education systems. It is unfortunate that some school systems do not provide such opportunities (Hayes & Inrona, 2005).

Indeed, L1 school systems come into focus because of the popularity of Anglophone universities for L2- English students. It is important to know the degree to which L1 education can prepare students for university, as regards cognitive ability, abstraction and literacy. One aspect of it is cultural awareness, which can have an effect on students' success (Cai & Kunnan, 2019). The L1 cognitive work in high school should develop students' capabilities with abstract topics and abstraction (as found in Cummins' BICS/CALP Quadrant 4 -Roessingh, 2006), which develop through structured reading, writing and debates about important issues, while in high school.

Another, even more important aspect is the prior literacy groundwork they bring with them, as students attempt to learn in another language and education system with its own cultural history. L2-English students enter this system with a much smaller vocabulary than native speakers and less experience of English literacy. Therefore, it is important to see what role literacy background plays in a student's literacy process at an Anglophone university. Timm (2008) has found that pre-university literacy in Europe is often lacking in depth, leaving students deficient in critical thinking skills also (Neff, 2013). Even British high school graduates, though they are aware of the complexity of university writing, still may lack a sense for what they are (Andrews, 2010). As a result, they will often use familiar patterns of writing

from their secondary work (Andrews, Torgerson, Low, McQuinn, & Robinson, 2006 in Neff, 2013).

The utility of L1 literacy skills may be somewhat indirect, as different languages can have very different rhetorical styles and genres, as has been posited by contrastive rhetoric (Kaplan, 1966). The foundations are what create the unconscious writing habits and routines that students use instinctually, when faced with a literacy challenge (Jarvis & Pavlenko, 2008). Nevertheless, students' literacy foundations could be utilised in the process of mastering L2 academic writing (Kirkpatrick, 2017; Cummins, 2016).

This has hastened the discovery of the role of explicit literacy metacognition in L2 writing (Negretti, 2012). Students are aided by raising their awareness of the genres of English writing, and their component parts (Wei & Zhang, 2020). An explicit awareness means that students can, through writing practice, reflect on their own writing and thus write more independently (Anderson, 2007), which is one goal of the Foundation program at KIMEP. However, if students don't have an awareness of, or even experience of literacy in their L1 schooling, then their work of L2 literacy acquisition will be more difficult, and it could even frustrate any progress.

Issues like these are the reason why L2 students' literacy processes are so important. It is clear that their literacy needs are different from those of L1 English students (Hirvela, 2017). Meanwhile, the literacy expectations for both groups are the same- argumentation, supporting evidence, an understanding of topic, drawing conclusions.

The needed for writing classes with literacy experts derives partly from the fact that lecturers do not see literacy as their primary function when teaching (Neff, 2013). Secondly, the standard teaching materials in language support classes is too general and superficial for the needs of university students. Thirdly, the writing skills demanded in the standard

international exams (e.g. IELTS) do not map well onto the literacy required at university (Neff, 2013).

### 1.2 Studying Tertiary L2-English writing

As academic literacy is communicative writing for an audience, and because the CEFR (COE, 2001) is a set of standards for communicative language use, Neff (2103) created a set of descriptors for academic writing. She created a schema of argumentation to the relevant CEFR levels, B1 to C2. The main components were “claims and supporting evidence, counter-arguments and qualifiers, and hedging” (Neff, 2013). These could prove valuable not only for assessment of students’ writing, but also for pedagogy and for creating a syllabus for university literacy classes.

### 1.3 The Education System in Kazakhstan

This section will investigate the relevant aspects of the education system in Kazakhstan. The first indication of a deficiency in education is derived from common international tests that countries participate in. The first is the PISA 2012 reading test in which Kazakhstani students fared relatively poorly particularly in reading, between 2009 and 2012 (OECD, 2018). One of the reasons for this is perhaps due to the centralised education system in the country which does not allow local initiatives. The pedagogical approach to education, as evidenced by the Ministry guidelines is competence-based, where outcomes take precedent. This makes for objective testing that doesn’t leave room for student creativity or expression.

In particular, the literacy foundations are laid out in the Ministry guidelines (NAO, 2015a, b), in the curriculums for both Russian-language and Kazakh- language schools. They have a set of Intended Learning Outcomes (ILO) that include creating different types of texts, synthesizing information from written and oral texts, writing essays, articles, letters, analyzing and evaluating information, and revising and editing texts. Their ILOs for foreign language teaching include filling in tables, charts, questionnaires or surveys, describing real or imaginary



events, writing paragraphs, and texts of various genres, then editing and proofreading of texts. These curriculums have been judged “excessively theoretical, wide and superficial” by the OECD (2018).

These goals seem to be worthy, as far as they go. However, schools are forced to make curriculums work within this framework, taking into consideration their local capabilities. It is the post-soviet curriculums that Yassukova (2020) blames for most of the deficiencies in education. However, there are other, more practical factors to consider.

Teachers can often have classes of more than 50 children. The logistics of such a task make the teacher’s job very difficult, coupled with the great amount of bureaucratic work that teachers have. Therefore, their testing is very much objective and focused on accuracy, rather than creative, communicative writing. There is ample anecdotal evidence that schools gave writing assignments to students, but accepted, or even encouraged, students to cut and paste items from Internet sources for those assignments. The data from our participants, in this study, will corroborate much of the information above, as regards the literacy experiences in Kazakhstani high schools.

The educational environment exists within a societal context. In Kazakhstan, that societal context is one of the culturally-conditioned authoritative upbringing of children. If one looks at Hofstede’s (2011) research, Post-soviet cultures, including Kazakhstani culture in particular can be referred to as a collectivist, large power distance society. In such societies, opinions are predetermined by the group, and parents or elders teach children obedience. Subordinates expect to be told what to do, and there is general conformity with the opinions of the group, and discouragement of behaviour which does not fit the norm. This may be the cause of the attrition of teenagers’ ability to express their opinion and logically reason it out through the use of argumentation.

That societal context does affect the teaching culture. Yassukova (2020), a Russian psychologist, studied almost 5 000 9th -graders over 2 decades. She claims that the school curriculum is not capable of building and reinforcing academic types of thinking, such as the ability to logically systematise information. Such thinking is precisely what would be required as a foundation for argumentative thinking and writing at university.

## **2 Materials and Methods**

### **2.1 Objectives**

In light of the task of teaching tertiary English literacy to graduates of the Kazakhstani education system, it is important to verify the role played by the educational system in students' literacy development up to and including high school, and also understand the effect of this development on students' tertiary literacy and literacy metacognition. As this had never been done before, we conducted an exploratory ethnographic study of a Foundation Level A (FA henceforth- the top Foundation level course) course at the authors' university, which met daily, over the length of one semester, in 2019, investigating the effect of students' literacy background on their FA writing and their metacognition.

The first goal was to capture students' experiences in high school and during the FA course. This was done through questionnaires from, and interviews of the students. The questionnaires, on issues of literacy background, were collected in the first weeks of the course, on Google Forms. These were the basis for the interviews that occurred after the end of the semester, and which also covered issues of metalanguage awareness. All the interviews were conducted via Zoom, in English and Russian, by two of the authors, and transcribed and translated by those same authors. These ethnographic data were triangulated with the teacher's journal.

Students' writing was assessed for aspects of argumentation, at three distinct stages during their course. During the data collection phase, a quarantine was imposed on the country

due to the pandemic of COVID-19. That resulted in the Foundation course transferring to the online mode of teaching and learning. Some writing data was therefore collected during face-to-face study and other writing data were in electronic format, having been submitted to the university's LMS, where students submitted their assignments.

## **2.2 Participants**

Six FA students (out of a class of 14, taught by one author) consented to take part in the research, five Kazakhstani and one Tajik (five females and one male), all of whom were first-year students of KIMEP University, in their second semester of an Undergraduate Foundation course, where their FA course had been preceded by the Foundation B course (narrative writing). The five Kazakhstani participants represented different parts of the country: West, East, South and local to Almaty. Their ages at the beginning of the data collection ranged from 17 to 21. Their academic background included two lyceum graduates (a higher status and quality than common secondary schools), one of them being the Tajik students, and the rest of the participants were graduates of common secondary schools. Three students had finished Kazakh-medium school, two of them were from Russian- medium schools, and one was from a Tajik-medium school.

## **2.3 Textual analysis**

The argumentation analysis is based on the system created by Neff (2013) with a few variations designed for the uses of this study, based on the methods of teaching at the university. Their claim resolution involved their ability to make a claim, as the overall essay thesis. But for it to be considered resolved, it needed to be coupled with a conclusion and sub-claims (at the paragraph level). Next, there were two levels of argumentation, pro-con and argument/counter-argument. The argument/ counterargument structure is the required university-level argumentation needed for undergraduate studies. Thirdly, there were the

analytic components of argumentation. Those components were reasons and evidence. The latter type, cited and sourced evidence, is required for university- level analysis.

### **3 Results**

#### **3.1 Interviews & questionnaires with students**

The first issue was the participants' literacy background in their L1. About half of the respondents recall writing opinion essays in their L1 that were based on literature readings, ranging in length from 200 to 1000 words. There are indications that the quality of these tasks was very low, perhaps having little or no structure, other than a perfunctory introduction and conclusion, and a middle section, while there was a general allowing of copying from the Internet. This data show a weak foundation in L1 literacy, both in amount written and depth of reading analysis.

The group's L2- English literacy experience varied widely. The majority of respondents had experience of writing essays in English, in school, though only one (Tajik), had been given lessons on how to write. The essays tended to be either opinion or narrative essays, with a similar lack of quality control (no introductions, no topics, copying from the Internet) being common. Also, all but one of the respondents had participated in private classroom-based English lessons, outside of school which averaged between two and four hours per week, for at least one year. These lessons did not add much to the participants' literacy skills. Indeed, the reason that these students had attended outside classes is that the English classes at their high schools were not felt to be sufficient for them to gain a good grasp of English. This data show a very weak foundation in structured writing, and in holistic literacy including the study of reading source texts.

Since metacognition of literacy is seen as a necessary component of independent writing, this issue was also investigated, using prompts to gather participants' impressions. The main literacy items recalled by the majority were thesis statements, topic sentences, and the

use of credible sources. The role of credible sources was very well-understood indeed, as regards what constituted a credible source, and what its purpose was within the essay. A sufficient depth of knowledge about the other items was not always evident. The respondents were able to locate the placement of the thesis statement in the introduction, but only two were able to recall what the purpose of the thesis statement was, that being to state the writer's opinion on the topic of the essay. The function of topic sentences was not well understood, as only one respondent offered a relevant explanation, but even that understanding was merely regarding its placement. These data indicate that the participants' metalanguage was still weak, even after the semester-long FA course.

The participants' meta-awareness of their Foundation course was broadly positive. There was broad awareness of the need for their course, and that its purpose was to improve their essay literacy for their undergraduate courses that were to follow. The respondents all tended to have a broad range of thoughts about benefits of, and purposes of the FA course. However, they all centred around relevant aspects of tertiary literacy, writing essays and the relevant writing skills, academic language, paraphrasing and structure. Respondents showed that they understood the difference between their FA writing course and their previous, high school literacy. The most common benefit of the FA course, vis-à-vis their L1 experience, was the structure of writing, and the need for an essay introduction with a general topic. The respondents all found the FA course helpful, since it was preparing them for their later courses, and the writing skills that they would require. This indicates that the Foundation program was both beneficial and found to be beneficial by the students.

### 3.2 Students' writing

The students' progress in the course was examined through a study of their writing at three stages in their semester-long course, that correspond roughly to the beginning, middle and end of the program. The focus of the analysis was on the construction of argumentation, as

this is the type of writing that is required in Anglophone university Humanities and Social Science courses. We used a variation on Neff's (2013) argumentation analysis.

In the first analysis (Table 1), we looked at students' production of the main claim, or thesis of an essay, and whether it was clear, and coupled with a clear conclusion and sub-claims. In the first stage, the students had only written an elaborated paragraph, and thus their writing had a thesis and a conclusion, but lacked sub-claims at the paragraph level (0%). At the second stage, most of the participants were able to produce a complete argumentation structure (80%). By the final stage, all the writers had apparently acquired this aspect of writing (100%). This indicates that the participants were able to develop this structure through the support given during their course.

The second element of the analysis (Table 1) was the use of complex argumentation in the macro structure of the text, and within paragraph structures. This aspect refers to whether students can balance an argument between two competing claims (Reid, 1999), of which there are two types. At stage 1, the simple presentation of a pro and con argument, with no argumentation, was not evident at all (0%). By stages two and three, they students had become quite proficient at this type of writing (100% and 80% respectively).

Stage	1	2	3
Claim & resolution	0%	80%	100%
Pro/con arg.	0%	100%	80%
Arg/counter arg.	0%	0%	20%

Table 1 Argumentation components (n=5)

Regarding the argument/ counter-argument type of writing, there was little evidence visible from their writing. At stages one and two, there were no examples. By stage three, one

student was capable of presenting two conflicting claims successfully, and choosing and supporting one of the claims.

The third element, that of analysis (Table 2), was indicated by the use of reasoning and evidence within argumentative paragraph structures. Again, there were two levels of capability discerned. As regards reasoning, or presenting reasons for a sub-claim at the paragraph level, there was ample proof. From stage 1, all participants could produce effective reasons for their claims. When it came to supporting sub-claims at the paragraph level, there was no evidence of this, at stage one (0%). However, by stages two and three, there was complete coverage (100%). This means that the participants had learned the basic rhetorical structuring of an argumentative paragraph.

Stage	1	2	3
Relevant reasons	80%	80%	100%
Sub-claim reasons	0%	100%	100%
Sourced evidence	0%	0%	0%

Table 2 Analysis components (n=5)

The next level of analysis that was expected was the development of evidence from a credible source, which also means being able to refer to and cite the author. However, at none of the stages in this study were the respondents able to support their claims or subclaims with sourced evidence. Unfortunately, this type of writing is the required university- level analysis that Foundation students aim for.

In summary, we can see how the students advanced during the FA course. Their process of acquiring the capability to write sourced argumentative texts was progressing well. The stages of development were clearly visible from the data presented. The next section will describe the process, qualitatively, from the teacher’s perspective. There is expression of

progress, deficiencies and difficulties found during the teaching process. The teacher's journal was the source for this perspective.

### **3.3 Teacher's journal**

The first issue is the students' reading skills. While, the students were able to find direct factual information in reading texts, they had difficulty in discerning the argumentative function of the information they had found. More specifically, students had substantial difficulty in defining the main idea and differentiating the details which refer to, or support, the main idea, in the form of secondary details.

Another issue in reading is students' ability to distinguish the factual value of items they read. In general, the majority of students usually could not initially distinguish between fact and opinion when they started the semester. This item sometimes required a long learning process, even weeks of study. This means that they also had difficulty with the structure of an opinion paragraph, don't know anything about the terms and had difficulty in giving reasons to their claims.

There were several issues about teaching writing that the problems of literacy production were similar to those of literacy recognition, in their reading. Firstly, in writing, many students were learning about some parts of the essay structure (thesis, claim/argument) for the first time, during their FA course. However, most of them were aware of the basic structures of an essay (introduction, main part, conclusion).

Initial knowledge of argumentative paragraphs or essays was minimal. When students were asked to write an argument, the tendency was to write a narrative about personal life experiences, or a descriptive generalization about the topic. The only differentiation was those students who had been preparing for IELTS Writing text were able to imitate the structure of an argumentative essay, but often lacked sufficient creativity to apply it to content which they hadn't learned to write previously.



At the level of the paragraph, there was a lot of work required for students to learn the structure an opinion paragraph, which manifested itself in confusion in the distinction between a paragraph and an essay. In writing the paragraph, students wrote very long examples, with too many details, or going off-topic.

The next issue was students learning to express and defend their opinions. The class started writing simple topics, by expressing a plain positive or negative thesis, in the form of short answers (i.e. yes/no), supporting it with a simple opinion (e.g. “well, I think so”). The next stage in development is usually making a claim, though they don’t know that such claims require sourced evidence. As a result, claim structures are taught which force students to create evidentiary structures, such as “...has three advantages / benefits / pluses.”

There were certain deficiencies visible in the students’ critical thinking faculties. When the class proceeded to brainstorm arguments (sub-claims) in support of a claim, there were difficulties. The first of those was in distinguishing between similar ideas. Students often formulated the same idea in different words and considered them different arguments. One example was the inability to distinguish between the arguments “animals will suffer” and “animals feel pain.” There were further problems of finding relevant arguments, and confining them to a single paragraph.

As the essay writing process was being taught, there were stages in the students’ development. Firstly, there were difficulties in understanding the task, and how it required an understanding of supporting paragraphs. Students tended to focus on one word in the task (e.g. advertising), and ignore the role of other aspects. Though students knew introductions and conclusions well at the beginning, they had difficulty restructuring them to allow for argumentation. What followed was difficulty in deciding what their opinion was, then allowing for and explaining an opinion which was opposite to their own, and also critiquing or refuting that idea.

Other aspects of their development could be blamed on their lack of a deep culture of study, and of a shallow understanding of the world. In writing introductions, there was a need for explaining the general context of the issue. However, this created difficulty that indicates a lack of reading or short life experience. The last issue was for students to learn the language of cohesion, to connect the parts of paragraphs into a strong narrative.

The work mentioned above was all part of the process of writing. Students learned by doing, as a class, in groups, and individually. By the second half of the semester, when the structures had been practised, most of the students suddenly started to write more independently. The structured learning of argumentation tended to give students a strong foundation in literacy.

#### **4 Discussion**

The weaknesses of the participants' L1 (and L2) literacy education was indicated by their questionnaires and interviews. The lack of depth in their reading and writing was found to have affected much of their work in the FA course. This is backed up by the PISA findings (OECD, 2018). First of all, in their reading, it was clear that they could not recognise arguments, and could not separate facts from opinions. This is fairly common, even within Europe (Hayes & Introna, 2005; Timm, 2008; Yassukova, 2020). The lack of cultural awareness which could be used to process cultural issues met in literacy, indicates that it could affect students' progress (Cai & Kunnan, 2019). As shall be shown, this has numerous other knock-on effects in L2 literacy acquisition, as L1 literacy experience could have, if it existed, been used to aid L2 literacy acquisition (Kirkpatrick, 2017; Cummins, 2016).

Firstly, the participants indicated that they had a weak sense of text structure, having only a perfunctory knowledge of the three sections of an essay. This could be seen reflected in the teacher's claim that students had difficulty differentiating between paragraph and essay structures. The students lacked an education in text structure, so that there was not even a

default notion of the paragraph. This is akin to what Jarvis and Pavlenko (2008) noticed, when they spoke of L1 writing causing automatic routines. In this case, there were no relevant routines.

Secondly, as found by their teacher, students lacked a sense of a writing task, what its purpose was, and how to proceed to answer the task. This, being as it is, associated with many of the other aspects of essay writing, cannot be linked directly to any specific writing problem, but indirectly, it can be linked to most of the deficiencies seen in their writing. It is a more severe version of what Andrews (2010) had found in new British tertiary students.

Thirdly, many of the analytical parts of an essay text were missing from the participants' background. The first of those was the lack of experience with argument. The participants claimed to have no experience of using arguments and in formulating a thesis. The results were likely related to their inability, at their first writing stage, to write a claim. Furthermore, as a thesis helps structure a text, there is the indication, from the teacher that the students, when they were told to write an argument, defaulted to writing a narrative text (Jarvis & Pavlenko, 2008).

Culturally, this lack of ability to argue in writing, seems to fit in with analyses of Kazakhstani culture and educational culture (Hofstede, 2011; Yassukova, 2020). In a culture, and school system, where students are taught obedience to subordinates, students are not often allowed to express their opinions, much less support them. Yassukova (2020) found academic thinking, which is more general in nature, was not evident in the post-soviet school system.

Fourthly, the absence of critical thinking in participants' initial writing was evident. This came in many forms. The writers could not provide evidence to back claims, as corroborated by the teacher who saw that students could not defend their opinions. In their reading, the participants could not separate fact from opinion. This indicates that the lack of L1

literacy has created a general weakness at abstraction (Roessingh, 2006). The participants were seen to be weak at manipulating abstract ideas like arguments, opinions, and even facts.

Lastly, weak literacy means weak metacognition. If the participants' L1 literacy background lacked so many of the building blocks of literacy, there were likely no mental structures of critical thinking and analysis. This was indicated in the generally weak literacy metacognition found in the interviews. In such a context, there is no place upon which to build L2-English tertiary genre description (Wei & Zhang, 2020). In fact, it is the L2-English FA program which created these mental frameworks of textual knowledge. It is therefore impressive that the students did recognise the contribution of the FA to creating that framework.

## **5 Conclusion & Implications**

This is one important study in the understanding of the process of L2 literacy acquisition in Anglophone tertiary contexts, in countries where English is a foreign language (Neff, 2013; Anderson, 2007). This study has indicated strong evidence for the importance of a basic L1 literacy pedagogy for all high school students, and most certainly for strengthening the role of literacy in university programs. The knowledge economy is not only about technology, but also the communication of ideas, in an intercultural context. This would be the practical application of advanced literacy.

The students' literacy processes and the experience of the teacher dovetail well. Students' problems with literacy were noticed in their writing, noticed by their teacher during the process, and were apparently due to students' literacy backgrounds. That lends weight to the need for a Foundation program for just such students. Furthermore, this study showed, particularly through the metalanguage investigation, how students with a deficient literacy background understand their literacy process, the need for this process, and how they are taught. This can help a university in improving its processes of course design, to make a more

successful literacy program, better writing instruction, and students who are more able to write independently (Anderson, 2007).

This is a new field in Central Asian studies, but KIMEP is not the only Anglophone university in the area. Further steps in this area of research can be taken by studying literacy practices in the various types of schools (lyceums, foreign-language schools, private and public schools) available in Kazakhstan. Testing could also be used to investigate more precisely students' literacy capabilities and their metacognitive awareness.

The findings in this study could be used to raise awareness of the deficiencies in public education as regards literacy, in order to enhance teachers', principals', and policymakers' knowledge about writing. That would include issues like the syllabus, school curriculums, class sizes, and the training and qualification standards for school teachers, among other topics. Over the long term, it could indeed lead to dramatic educational change on "both sides of the reform coin: better teachers and better systems" (Bransford, DarlingHammond, & LePage, 2005, p. 38).

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## **THE ROLE OF READING IN THE DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE LEARNERS' WRITING SKILLS**

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### **Abstract**

The aim of the article is to describe the role of reading in improving the EFL (English as a Foreign Language) learners' writing skills. The attempt is made to analyze the relationship between writing and reading in the process of learning a foreign language and particularly to highlight the importance of reading in the development of writing skills. The article suggests a systematic review of the scientific literature related to incorporating reading into the process of writing skills development. Additionally, the paper identifies strengths and weaknesses of this approach that should be taken into consideration by teachers in their writing classrooms.

**Keywords:** reading; writing skills; EFL learners.

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### **1. Introduction**

Studying English language implies acquiring its vocabulary, grammar, pronunciation, as well as developing four language skills, which are reading, listening, speaking and writing.

Among these skills writing is the most challenging and unique because it involves “a practice and knowledge of other three language skills” (Klimova, 2013). Writing can be defined as “... the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse... and the expression of ideas” (Abu-Ghararah, 1998, p.87).

Writing is not a simple undertaking, as various people might consider; this is a noticeably difficult skill in comparison with further language skills that can require less endeavor (Shawish, 2009). Developing this skill is essential as it contains various advantages such as stimulating communication, improving thinking skills, providing and receiving feedback and being able to express thoughts by logical arguments. It provides a link between the writer and the reader during the communication process. This is fundamental for the transmission of information, knowledge and experience. Even though nowadays scientific literature contains a vast amount of research on the ways of writing skills development, still it remains to be quite a difficult task for EFL (English as a Foreign Language) learners.

As writing is not a natural skill, it is essential to provide learners with explicit instructions while teaching it (Aronoff & Rees-Miller, 2007). One of the ways to enhance writing skills development can be extensive use of reading materials. Specifically, the present article focuses on the relationship between writing and reading processes and attempts to highlight the importance of reading in the development of writing skills. Additionally, the authors point out the strengths and weaknesses of incorporating reading into writing that can be useful for English teachers in their writing classes.

## **2. The relationship between writing and reading**

Over the past two decades, a number of researchers have explored the relationship between reading and writing and the role of reading in the development of writing both in L1 and L2 contexts. These relationships were considered from both the cognitive and social

perspectives of learning, as well as from the direction of influence (Stotsky, 1983; Carson & Leki, 1993; Langer & Flihan, 2000; Belcher & Hirvela, 2001). One of the earlier studies belong to Stotsky (1983), who provided a detailed and systematic review of scientific research, related to the bi-directional reading-on-writing and writing-on-reading influence in L1 contexts. The researcher found that “while a large body of theoretical and experimental research in writing focused on methodological issues, very little research in writing has examined the influence of reading instruction or reading experience on the development of writing ability” (Stotsky, 1983).

In later works the researchers also call for the “renewed focus on the ways in which reading and writing interact in relation to the contexts and social relations in which they are embedded” (Langer & Flihan, 2000). Although most papers describe these interrelations within the scope of L1 setting, we can observe similar socio-cognitive processes in the development of EFL learners’ writing skills. Therefore, the nature of these interrelations can serve as a key to understanding how to use them effectively in EFL writing classrooms.

The researchers claim that until the 1970-s, writing and reading were not considered integrated. They were considered as separate, possibly related, language processes. Partly, this is a result of the fact that the concepts of writing and reading have grown out of different traditions. Writing as an academic subject has its roots in the classical rhetoric of Aristotle and was aimed at educated people and taught in universities after mastering the main part of the program. Rhetoric emphasized grammar, diction, word choice. By the end of the 19-th century, traditional ideas were replaced by practical and functional views of writing. Interest in the writing process led to the study of the relationship between the writing process, the student and the text (Langer & Flihan, 2000).

Undoubtedly, reading in a second language is also a complicated and laborious task for various students. Although reading has been a particularly affluent field of investigations for

first and second language reading professionals over the past few decades, which has also provided a wealth of precious research and information, it still persists a mystery among reading scholars.

Changes occurred in the 1980s, when scientists started to consider the relationship between writing and reading, analyzing them as social and cognitive processes.

When asked to justify the relationship between writing and reading, it is natural to assume that good writers are good readers. For example, Stotsky (1983) presented a number of experimental studies, which identified that “the better a student writes, the more he reads” and vice versa.

This is also suggested in the transactional theory of writing by Rosenblatt (2004), in which the writer, who is the primary reader of the text, makes a deal with the text appearing on the page. What Rosenblatt depicts as “author reading” suggests that the best writers are also the best critical readers, able to gauge the effectiveness of their own work. Other studies on the relationship between writing and reading, which became popular in the 1980s and 1990s, propose that there are many advantages of combining written assignments with reading.

However, there are quite opposite views regarding a statement that good readers become good writers. For instance, Yoshimura (2009) considers that “especially in EFL context, many students develop into very competent readers without developing their writing ability to the same degree”. In this regard, Grabe (1991) points out two important differences between reading and writing: deliberateness and focus of reflection. Specifically, while reading requires more automaticity of sub processes, writing requires more deliberate awareness. While the main goal of reading is to reflect on meaning and comprehension, reflecting on language is very important in writing to make sure that ideas are expressed appropriately. Thus, while reading and writing share constructs and may support each other, there are differences between the two abilities and reading ability does not always transfer to writing ability. Therefore, it is

very important to understand that reading is helpful in developing writing skills only under definite conditions.

## **2.1 “The extensive reading” hypothesis**

“The extensive reading hypothesis” by Grabe (1991) assumes that reading extensively improves writing ability. He concludes that voluntary intensive reading during a long period of time facilitates the overall literacy development of EFL learners. Some works emphasize the impact of intensive reading on the development of grammatical accuracy and complexity, as well as coherence and cohesion in paragraph writing (Chuenchaichon, 2011). Others claim the positive impact on rhetoric organization, language use and content information (Plakans, 2009; Yoshimura, 2009). Chuenchaichon (2011) notes that there are several studies of L1 and L2 which mention that students read from the source text (i.e. a text that is related to the topic they will write about) in order to improve the writing skills.

Theoretical and practical research proves that writing and reading are activities that are based on creating meaning. When a person writes or reads, there is a continuous formation of meaning and ideas. Some scholars, such as Smith (2009), "talk about the writer as a reader and the reader as a writer." When creating a work or a passage, the writer tries to put himself in the shoes of his readers and analyze the text from their point of view. The reader, in turn, not only reads, but also tries to anticipate the development of the text, assesses the structure and style. Both activities use similar types of knowledge necessary for creating meaning: knowledge about language, content, genre, style, organization and structure, pragmatics (the goals of the writer and the reader), and knowledge about the relationship (between the writer and the reader). Rubin and Hansen (1986) suggested that the various types of knowledge that can be gained from learning to read could be transferred to learning to write. For example, it was found that using literary examples brings great benefits for developing writing skills (Stotsky, 1983).

It was proved that in training aimed at improving writing skills reading is "just as effective as or even more effective than grammar tasks or additional writing practice."

According to Carson and Leki (1993), 'reading can be, and in academic settings nearly always is, the basis for writing'. It is important to note that university students regularly write different types of essays leaning towards the source texts. Therefore, as Spack (1988) pointed out, "conceivably the majority of valuable skill English teachers can engage students in is the complex capability to compose from other texts, a main part of their writing experiences". Accordingly, Grabe (1991) noted the importance and necessity of co-teaching reading and writing in advanced academic training. Over the past period, students who have problems with their writing may have trouble reading, since the function of composing from sources begins with reading texts. Many difficulties in reading those texts considerably involve on composing about them, as students write in response to what they read and how they interpret it.

Although these two skills are measured separate skills since reading is passive and writing is productive, reading and writing complement each other. As Johnson (2008, cited in Eisterhold, 1990, p. 7) believes, "the relationship between these two skills is that reading helps students become enhanced writers by establishing them in contact with the rules of grammar." Consequently, they expand language structure, grammar and enlarge their vocabulary stock; therefore, reading in writing class is understood as the suitable input for acquiring writing skills, as it is believed that "reading passages will somehow function as the main model for which writing skills can be studied or is at least concluded".

Brown (1987, p. 331) also mentions that students can get important ideas about how and what they should write, which may help them develop the content of their writings by reading and studying the various relevant types of text. In other words, reading can provide various models for writing. The same view is supported by Celce-Murcia and Olshtain (2000, p. 158) who assert that numerous writing courses and most auto-didactic strategies in writing assume

the use of well-written excerpts from literature, or an excerpt written by others, as models for one's own writing. Yoshimura (2009) also compared the students' writings before and after using the model text and with the help of self-developed check-lists identified the effectiveness of the source text. Thereby, various writing lessons begin with reading texts, analyzing them, considering them as models for writing, or using them as ready patterns. It is important to note that for these reasons, reading, which plays a decisive role in developing the ability to write, seems to be a prerequisite for creating good writers.

## **2.2 Limitations of the approach**

Second/foreign language writing is a complex skill and teachers may need to use a variety of methods and approaches to best ensure that their students' abilities improve over time. It is natural that the "reading-for-writing" approach is not the only one in teaching writing to EFL learners. The most well-researched and well-described ones seem to be "product and process" approaches (Steele, 1992; Gabrielatos, 2002; Neupane, 2017). The difference between them is clearly described in the following table by Steele (2004, p.1).

Table 1: Product and process writing: a comparison

<b>Product approach</b>	<b>Process approach</b>
Imitate model text	Text as a resource for comparison
Organization of ideas are more important than ideas themselves	Ideas as starting point
One draft	More than one draft
Features highlighted including controlled practice of those features	More global, focused on purpose, theme, text type i.e. reader is emphasized
Individual	Collaborative

Emphasis on end product	Emphasis on creative process
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As it can be seen from the literature, reviewed in this article, the results of read-to-write research tend to emphasize the crucial role of source texts in developing writing skills. Using the source text as a model resembles the “product approach” of teaching writing, which “involves the presentation of a model text, which is discussed and analyzed” (Klimova, 2013). It is evident, that product approach has some limitations. “Under the influence of product approach, the writing task is seen as decontextualized format; it ignores context and audience, and highlights the learner’s final piece of work instead of how is produced” (Hasan & Akhand, 2010).

In this regard, it should be pointed that alongside the strengths, considered above, using the “reading-into-writing” method seems to have one drawback. Using purely “product approach” leads to copying the structure of the source text, does not enhance critical thinking and conscious content development; consequently, similar limitations can be referred to using “reading for writing” approach. However, Chuenchaichon (2011) explored the impact on writing development of texts dealing with topics different from those to be written about but belonging to the same genre. In other words, he explored the use of intensive reading through a ‘reading into writing method’ by using special instructions and activities based on the readings. “This allowed students to notice, among other things, the correct use of grammar, how to compose different types of sentences, how to organise ideas within a text and make logical links between sentences”. In this case, the researcher gained positive results through combining reading-to writing with the process approach.

Therefore, only thorough consideration of various related factors and combination of various approaches can help to appropriately balance the reading in the development of writing skills. “Such a complementary use of both approaches would help students to be authors rather



than copiers, and so have the potential benefit of integrating critical thinking into their academic writing” (Hasan & Akhand, 2010).

Since the reading-to-write approach has some similarities with the product approach, it may seem somewhat contradictory to emphasize the importance of the former while criticizing the latter. In fact, it should be kept in mind that only the thoughtful balance between all approaches ensures the effectiveness of them. Thus, “reading for writing” implies extra-curricular reading, which can serve not only as a model for future writings, but provide contentious information, widen the learners worldview, extend their knowledge about life in general and the subjects of future works in particular.

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## **EFL TEACHERS' PERCEPTIONS OF STRATEGIES TO FOSTER CRITICAL THINKING SKILLS IN ONLINE EDUCATION**

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### **Abstract**

The significance of critical thinking skills is highly recognized in foreign language teaching worldwide and in the Kazakhstani state curriculum of secondary education as well. However, the COVID-19 crisis obliged most educational institutions to adopt an online form of instruction, which is new for most teachers. Thus, this study analyses the Kazakhstani EFL teachers' perceptions of fostering critical thinking strategies in online teaching during the pandemics with the aim of investigating how EFL teachers view the core concepts of critical thinking skills and the strategies implemented during online lessons. Employing semi-structured interviews, qualitative data were collected from ten non-randomly selected EFL teachers. The findings reveal that teachers are aware of the core concepts of critical thinking skills and the strategies that can be adapted and implemented online. However, while using certain strategies to develop critical thinking skills, teachers encounter challenges that require greater support to overcome.

**Keywords:** *critical thinking skills, strategies to foster critical thinking, foreign language education, online learning, EFL teachers*

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## **1. Introduction**

### **1.1 Significance of critical thinking in the state curriculum.**

Teaching students *how* and *why* to think rather than *what* to think is a primary goal of education (Daly, 2001; Myllykangas & Foose, 2007). Thinking critically refers to "reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis, 1985, p. 44). Owing to the recent reforms and update content of secondary education (hereafter UCSE) critical thinking (hereafter CT) skills have been recognized as one of the important aspects in foreign language teaching. The state curriculum in the Kazakhstani secondary education emphasizes the significance of developing students' 21<sup>st</sup>-century skills, including creative and critical thinking. It is explained by the necessity to prepare students for a higher educational level and the demands of today's society (As'ari,2014; GOSO RK,2020). The analysis of UCSE and its particular requirements for the students' level of foreign language proficiency reveals that all foreign language skills consist of essential CT elements, which are stated, as follows:

- in listening- ability to distinguish between facts and opinions, identify and compare the discrepancy in the texts, predict the meaning of unknown words.
- in speaking- ability to conduct formal and informal speech, analyze and compare texts, assess events, opinions and problems, draw conclusions and propose solution to problem
- in writing- ability to critically evaluate the content of different texts; analyze and compare the meaning of the words

- in reading- ability to write problematic texts by expressing own attitude to the problem as well as edit and correct the texts of different styles and genres (GOSO RK,2020)

## **1.2 Online learning**

The productive development of students' CT skills requires selecting appropriate materials and implementing specific strategies and techniques. Nowadays, this is particularly important when a sudden outbreak of pandemic COVID-19 has forced most educational institutions to move to online learning, which now is an integral component of the educational system worldwide, including Kazakhstan. It has caused colossal changes in the various aspects of society in which education has suffered the most. Evidently, schools have encountered the challenges, and teachers without online teaching experience have had to deal with the consequences independently. Precisely, they learned how to work with new applications and platforms; adapted their standard teaching materials, styles, and strategies into the online format (Vladimirova,2020; Kozyreva&Olkhova,2020; Kruglova,2012).

## **1.3 Aim of the study.**

Considering the above-mentioned issues, the present study investigates how EFL teachers view the core concepts of CT and its strategies to foster CT in secondary schools during online education. Hence, the current study is significant for school teachers and school administrators interested in developing students' CT skills during this challenging time.

## **1.4 Strategies to foster critical thinking.**

Various instructional strategies are implemented to foster critical thinking. Although the term of critical thinking is widely used in education, the concept of thinking critically is "not always present in all students" (Walker, 2003). Students need to be immersed in diverse strategies and techniques that foster CT to launch the CT process. The thorough analysis of the

literature on the critical thinking strategies reveals the most common implemented strategies such as *Debate*, *Discussion* and *Socratic Questioning*.

#### **1.4.1 Debate**

Debate is a strategy used to find a solution by exploring the facts and exchanging different views (Derouiche,2019). This strategy is implemented in various subjects. It enables students to master the material and improve speaking skills by actively engaging in the process instead of simply memorizing the material. The debate strategy helps to study the topic from different perspectives by using the authentic language of everyday usage and creating a positive classroom atmosphere. However, students' fear of not being understood and lack of necessary vocabulary to formulate a speech are stated as challenges that prevent teachers from implementing this strategy (Derouiche,2019; Kennedy,2007).

#### **1.4.2 Discussion**

Discussion is stated as a much more flexible strategy compared to debate, it allows students to express ideas or opinions in a freeway without following strict structures. The given strategy is also implemented during online education; however, it requires the consideration of certain criteria such as appropriately selected WEB tools; students' ability to ask the right questions, respect other's points of view and listen to peers (Kennedy,2007; Macknight,2000). There are two types of discussion that are possible to implement during online education: *Synchronous and Asynchronous*. In a *Synchronous type of discussion*, students join the session at the arranged time to express their points or dispute certain problems whereas in *an Asynchronous type of discussion* they can join the discussion at any time in order to answer or comment on certain questions that are posted in special platforms. In this case, the teachers are responsible for explaining the essence of meta-communication elements which covers smilers,

acronyms, grammatical symbols helpful for avoiding the waste of time and conveying the message of the reading task (Demiray et.al.,2012)

### **1.4.3 Socratic Questioning.**

Socratic Questioning is the most effective strategy that is used to foster critical thinking skills. The given strategy aims to lead students to deep thinking and answering open questions without right or wrong options. Socrates believed that “dead questions” do not facilitate efficient and smart thoughts therefore it causes only “dead minds” (Rashid&Qaisar,2016). Dead questions are easily answered questions based on the given text and do not stimulate thinking abilities. Socrates believed that teachers’ role is to help students to build concentration and gain new knowledge by connecting it to the previous one (Fahim&Bagheri,2012).

### **1.4.5 Previous studies.**

This section provides an analysis of the studies on the teaching strategies for CT, two of which were conducted in countries where English is used as a foreign language, which is similar to the Kazakhstani context. The study by Mkomele (2015) showed that teachers understand CT as an ability that enables students to provide a meaningful solution to social problems; to explain the concept in own words; to implement received knowledge in real-life situations. A participatory approach was mentioned as a commonly used way to promote CT, including discussion, debate, experimentation, and demonstration methods. However, a large number of students in classes does not always allow the use of the strategies mentioned above; thus, the classes tend to be conducted in lecture format, where a majority of activities come from the teachers. The researchers’ observation of some of those English classes revealed that while implementing the strategies such as debates and discussions, teachers faced difficulties related to the low level of language proficiency as well as lack of the will to express opinions. Besides, the low participation of students who preferred to stay passive the entire class, making an attempt unsuccessful was indicated as an obstacle as well. Moreover, teachers noted that



teaching critical thinking would not work in a place like Tanzania, where students struggle to understand the language, let alone comprehend the content. Teachers also pointed out that in order to teach students to think critically, teachers should be trained appropriately since the majority still do not properly understand and apply it in classrooms.

The study of Almulla (2018), conducted in Saudi Arabia, revealed that strategies to develop CT skills are practical tasks that consist of comparing and contrasting and open-ended questions. A positive atmosphere in the classroom was also mentioned as an effective aspect for CT development. The author emphasized that almost all teachers are aware of the importance and benefits of using CT skills. However, the established traditional paradigms of teaching that comes with the contemporary curriculum and classroom discipline and limited school resources are the factors that prevent the implementation of CT strategies.

A similar study conducted in Swedish secondary schools (Marijic&Romfelt,2016), analyzed five ELT teachers' awareness of CT, scaffolding techniques, and assessment tools they use to measure and develop CT. The researchers discovered that even though teachers have limited knowledge in the CT area, they understand its importance in language teaching, thus have a right attitude toward CT. Therefore, the study participants suggested their willingness to attend relevant courses to receive the necessary knowledge about the concept of CT. The ability to *interpret and analyze* was recognized as CT skills by the teachers; open questions, group discussions, and reading peer's essays were the most common among the CT strategies. The participants noted that these strategies help increase students' CT and have a favourable impact on their test results. However, the self-regulation strategy, which is an essential element in CT, was unfamiliar to teachers.

Thus, the participants of the reviewed studies did not demonstrate broader awareness of CT and its strategies as was expected by the researchers. Moreover, the researchers noted

that teachers use a limited number of strategies. Even though teachers face difficulties with applying particular strategies because of the students' passive participation, lack of time and low level of language proficiency, Discussion, Debates, and Questioning were mostly mentioned strategies in these studies.

## **2. Methods and Materials**

This section presents the methodological part of the research including research design, research sampling, data collection and analysis.

### **2.1 Research design.**

The aim of this study was threefold: to investigate how Kazakhstani EFL teachers view the core concepts of CT; to identify the strategies to foster CT they use in their online lessons; to determine the challenges they encounter while implementing these strategies. In addition, in order to determine how to overcome these difficulties, we questioned their suggestions for these challenges. Thus, the following research questions were formulated:

1. How do Kazakhstani EFL teachers view the core concepts of critical thinking?
2. What strategies do these EFL teachers use to foster students' critical thinking during their online lessons?
3. What challenges do EFL teachers face while implementing these strategies?
4. What are their recommendations for overcoming these challenges?

In order to answer these research questions, the qualitative research design was employed, which enables in-depth investigation of the participants' points, perceptions, and awareness of the target topic.

### **2.2 Research sampling.**

Considering that as a result of a long going pandemic, visiting the EFL teachers in local schools in order to ask their participation in the survey is likely to be impossible; thus, the convenient type of sampling was chosen, which is "a type of nonprobability or non-random

sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study” (Etican et.al., 2015, p.2). Therefore, the participants of the study were selected according to the criterion of “easy accessibility”. The ten EFL teachers from different cities of Kazakhstan participated in this study. As seen in Table 1 most of the participants are young (ages 23 to29) and have little experience in teaching a foreign language (years 1 to 4)

**Table 1. Respondents’ demographic background**

<b>Respondents’ demographic background</b>					
<b>Participants</b>		<b>Teaching experience</b>		<b>Location</b>	
<b>Age</b>	<b>Number</b>	<b>Years</b>	<b>Number</b>	<b>City</b>	<b>Number</b>
23-24	3	1-2	3	Almaty	5
26-29	4	3-4	3	Almaty region	1
37-39	3	8-10	4	Taldykorgan	1
				Atyrau	1
				Dzhezkazgan	1
				Shymkent	1

**2.3 Data collection and analysis.**

A semi-structured type of interview was selected in this study. This type of interview “...are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries” (Adams,2015, p.493). The data were collected via online interviewing. The participants were free to speak in whichever of three languages they felt comfortable. Once all of the audio recordings were transcribed and coded, data were categorized into three main themes such as “Teachers’ perception of critical thinking”, “Strategies to foster critical thinking”, “Challenges of implementing strategies to foster CT”. After identifying main themes, they were divided into several subthemes that were

coded and analyzed under the presented themes. The collected data were analyzed using inductive approach, with Braun & Clark's (2012, p.2) method of thematic analysis.

### 3. Findings

The findings revealed six types of strategies commonly used by these teachers. Several factors were claimed by participants as obstacles in using strategies to foster CT skills. The four teachers out of ten claimed not using the strategies and provided the reasons for it. As seen in Table 2 some teachers indicated more than one factor that prevented them from using strategies to foster CT (see Table 2).

**Table 2. List of used strategies and list of preventing factors to use strategies**

Used strategies		Participants not using strategies	
Types of strategies	Number	Obstacles	Number
Questioning	3	Lack of time	2
Debates	2	Curriculum issues	1
Discussions	2	Students' low level of language proficiency	2
Working with texts	2	Psychological aspects	1
Projects	1	Technical issues	2
Story writing	1		
*some teachers use more than 1 strategy		*some teachers indicated more than 1 factor	*Total number of teachers is 4

#### 3.1 Teachers' perceptions of critical thinking.

This section is divided into three sub-themes such as Multiple perspectives (code MP), Higher order thinking skills (code HOT) and Critical thinking through scaffolding approach (code SA)

##### *Multiple perspectives (code MP)*

The analysis of the teachers' perceptions of CT identified that most of the teachers understand the core concept of CT as an ability to analyze, interpret the given information or

particular situation from different perspectives. Participants indicated that when students think critically, they can assess all sides of the argument, its advantages and disadvantages:

*In simple terms, critical thinking is an objective assessment of a situation or event, a person's ability to question information and even one's own beliefs and conclusions*  
(Participant 4)

*As I understand critical thinking is kind of thinking that evaluate situation from different angles when we judge situations from different perspectives not just from 1 view*  
(Participant 2)

#### *Higher order thinking skills (code HOT)*

Participants who responded in association with code “HOT” understand critical thinking as an ability to promote higher order thinking skills according to Bloom’s Taxonomy (Anderson, 2001). They indicated that the development of CT is related to certain elements provided in the following example:

*It's a type of thinking about any topic, content, or problem in which the thinker improves his or her skills. It's like analyzing, problem-solving, evaluating, and visualizing.* (Participant 3)

#### *Critical thinking through scaffolding approach (code SA)*

Some teachers comprehend critical thinking as a substantial process that occurs in the scaffolding approach. Responders noted that the role of constructive cognitive support accommodates students to analyze the problem and complete complex tasks independently.

*In my opinion, critical thinking is a process that occurs when the brain combines existing information with the newly received information. that is, we combine such information and analyze it in our minds. More precisely, we divide them into several groups. The first is agree, the second is disagree, and the last is neutral. We form this principle in our*

*minds. They are evident in our words and deeds, and they show how critical we are.*

*(Participant 5)*

### **3.2 Strategies to foster critical thinking**

This section is categorized into three sub-themes such as Questioning (code Q); Debates and Discussions (code DD); Story writing and creative projects (code SWCP), to the strategies that teachers implement in their online classes.

#### *Questioning (code Q)*

Questioning strategy is perceived as a key to promoting CT skills. Respondents adapted it according to their understanding and used different techniques such as open-ended questions, discussion questions, and multiple-choice questions to clarify students' comprehension of the given topic. The example of responses stated as follows:

*Usually, I ask open questions to some situations. I try to prepare situations like real-life events and encourage students to make decisions accordingly or ask some leading questions which they have to answer. Questions should not be yes/no questions.*

*(Participant 9)*

#### *Debates and discussions (Code DD)*

Even though the debates and discussions are separate strategies, some of the teachers' responses imply that they often mix or even prefer to use them together. Although these strategies are not easy to implement during online lessons, some teachers do not hesitate and try to make it work as much as possible. Moreover, participants mentioned that students have a positive attitude toward the debate strategy. The possibility to organize pair or group works and assign them to have debates or discussions also was mentioned:

*We are using "zoom" to conduct our lessons. There are also session rooms which are very useful and we use it for group activities, sometimes pair activities in order to discuss some questions or topics. (Participant 9)*

In some cases, the brainstorming technique leads to the discussions whereas in other cases the work with the texts leads to the discussion.

*I use the strategy of slow reading, that means, we read, then translate the text, we begin to discuss this text, choose a title for this text. (Participant 3)*

*Story writing and creative projects (code SWCP)*

Even though the “questioning”, “debates” and “discussion” strategies were the most popular among the teachers whether they use these strategies or not, there were few teachers who prefer to stimulate students’ imagination by implementing interesting strategies as projects and writing stories.

*As for critical thinking, usually, I give them a task like writing stories, in which they can use their imagination and creativity and also they must use grammar structures appropriately that also require good thinking skills. I think that they develop their critical thinking while they write such kind of stories. (Participant 10)*

In the first case, we can see that the teacher focuses on critical thinking and language accuracy as well as the role of creativity to create some stories. The second case provided below demonstrates that the teacher by assigning the project works develops students’ digital skills, and motivates them to work independently in their free time.

*So usually I try to give some creative project works...to use their well, creativity, for example, publishing a magazine or book lap. Sometimes I just give some project works like video or photo. For example, I give one topic like “Responsibility” and they have to shoot a video or audio on this topic, like a 1-minute film fest. (Participant 9)*

### **3.3 Challenges of using the strategies to foster critical thinking**

This section aims to describe the challenges faced by the respondents which were categorized into five sub-themes such as Technical issues (code TI), Psychological aspects (code PsA) Online learning (code OL), Lack of time (code LT), and Students’ low level of language

proficiency (code SLL). In addition, it provides teachers suggestions for overcoming these challenges which were provided under the given subthemes.

*Technical issues (code TI)*

Teachers recognized the problems related to the internet as the main challenge to implement CT strategies. Low Internet connection entails the poor quality of the lesson. On the other hand, the accessibility of information on the internet causes plagiarism and prevents teachers from controlling the process. For example:

*The biggest challenge for me is when students cheat or they can just open google and get answers from there and sometimes it is difficult to understand who wrote the work. During online education, we cannot control this process hence it is difficult to evaluate them. (Participant 10)*

Thus, teachers suggested that there is a need to develop teachers' awareness towards the digital technologies so the lessons will correspond to the academic integrity.

*First of all, I think that the internet connection should be of good quality, and teachers should know such kind of platforms or internet tools that will allow them to control their students while they are working. They should be able to check whether they open other websites and cheat answers from there or not. That's why we should be aware of these technologies (Participant 10)*

It was also mentioned that the majority of the students do not have fast internet, or simply cannot properly join the classes, so it makes impossible for teachers to avoid unnecessary pauses or stressful situations.

*.... I even find difficult to make speaking during the class because some students don't join or cannot join the classes. (Participant 2)*

*Lack of time (code LT)*



Even though, some participants also understand questioning as a key to stimulating critical thinking skills they do not use this strategy because of lack of time. Participants clarified that the time that is given for them (20-30 minutes) during online education does not allow them to cover the target content and the topic that should be explained, therefore they do not focus on CT skills.

*We just want to explain the material that needs to be explained, and its only 30 minutes given for explaining everything we need, because of it I can say that I do not use these strategies. (Participant 2)*

It is also impossible for another participant who needs text-based tasks to provide questioning since there is no time to read long texts during online education.

*There is a lack of time for reading during the class. It takes a long time to read a long text with additional tasks. Because now the texts are not just for reading and analyzing... they follow by tasks such as matching paragraphs with headings or to putting paragraphs in the right order, also complete empty spaces with given sentences according to the meaning. (Participant 6)*

#### *Psychological aspects (code PsA)*

Students' fear of getting low marks that prevent them from sharing their opinions was mentioned as the actual difficulty in implementing strategies to foster critical thinking skills.

For instance:

*... a lot of our students are afraid to make mistakes...They have such kind of stereotypes that if they make mistakes, they will get low points. (Participant 9)*

It was stated that fear of getting a low mark is closely connected with an inability to think independently.

*...a lot of students were not taught in the past to think independently they were taught to think only about the target topic exactly and they were always thinking about their marks. (Participant 9)*

Also, the participants added that students' self-confidence might be the reason why they cannot engage in free discussions or other activities that require sharing their point of view.

*They cannot express their opinion; they think that their opinion is not correct. That's why they say nothing and just keep silent. (Participant 9).*

Similar thoughts were provided by another teacher:

*I can say that students are embarrassed to express their opinion at the beginning but then again, after some lessons they become more confident. (Participant 7)*

When participants were asked to give some recommendations on how to overcome the challenges that they listed, approximately most of the responses suggested returning to the traditional format of teaching. For example:

*to switch to the previous way of teaching as soon as possible... because it is really difficult. (Participant 3)*

*Students' low level of language proficiency (code SLL)*

As for the key difficulties that prevent teachers to implement strategies to foster CT, students' low level of foreign language proficiency, were recognized. Thus, teachers cannot organize any critical thinking activities.

*I teach fifth-graders and sixth-graders and their level of English is elementary. Now we have been learning the most basic grammatical constructions as there is, there are, present simple ... we focused on grammar only and I want them to learn and know grammar well at first, that is why we do a lot of grammar-based exercises on grammar so that they can understand it well. (Participant 5)*

*I think that in order to develop critical thinking, it is necessary to work with texts and ask deep questions, have discussions, but because my students' level of English is quite low, it is difficult for them to even explain something in English, let alone to share their opinion in English. Therefore, in our classes, we don't think about critical thinking.*  
(Participant 2)

*Online learning (code OL)*

There was only one participant who indicated "curriculum" as a barrier in implementing this strategy during online education:

*I think that by asking questions, wanting to find out the learner's opinion, it is possible to stimulate students' critical thinking. However, according to the settled program we conduct the lessons through the application "Online School". That is why, we don't use this strategy... we are not allowed to use these strategies.* (Participant 4)

The next point is considered as a general difficulty related to online education rather than difficulties caused by implemented strategies; nevertheless, it is one of the widespread challenges that school teachers encounter nowadays.

*At the moment, due to online learning, the difficulty is that... parents are constantly trying to help, to prompt their child, and this... prevents the child from perceiving information and understanding what exactly he knows and what exactly he does not know.* (Participant 3)

Some participants considered that online learning is not a big problem, and all of the strategies implemented in traditional classes also might be implemented there. Therefore, encouraging students to make mistakes will stimulate them to express their opinion easily. For example:

*The recommendation is to let students make mistakes and let them act naturally. We have to permit them to make mistakes, it will help them to express their opinion independently.* (Participant 9)

For teachers that cannot afford some premium platforms with the function of dividing students into session rooms, it is difficult to organize critical thinking activities. Thus, it was reported as an obstacle to promote students' CT.

*These methods that I have listed (hot chair, a basket of ideas, discussions), actually... allow teachers to develop critical thinking of children, however, it demands classes to be conducted through applications like WebEx, otherwise, it will not work. (Participant 4)*

#### **4. Discussion**

The present study is aimed at investigating teachers' perceptions of CT; identifying the types of strategies implemented during online education; revealing challenges and obstacles of implementing these strategies and methods for overcoming them. Similar to the findings of Mkomele (2015) where the participants demonstrated familiarity with basic concepts of CT skills the results of the analysis of local teachers' responses revealed that the teachers are familiar with the concept of CT at the appropriate level. Our participants indicated problem-solving, analyzing, interpreting, and evaluating as essential CT elements that are aligned with higher-order thinking skills of Bloom's taxonomy which were not mentioned in the studies of Marijic&Romfelt (2016), Almulla (2018). Thus, the researchers concluded that the participants had limited knowledge about CT. In our case, participants of the present study expressed deep awareness of the CT core concepts. Moreover, participants of this study tried to shortly explain and summarize the most essential strategies, thus it is suggested that a deeper investigation of this question can lead to better and in-depth responses. In comparison to the findings of Almulla (2018), Mkomele (2015), Marijic&Romfelt (2016) where teachers used a limited number of strategies participants of this study demonstrated various teaching strategies. The "discussions" and "debates" strategies are also popular among participants of the present study, and they also perceive them as strategies to foster critical thinking skills. However, peer assessment and

commenting peer's essay in an asynchronous way, was not mentioned by the participants of this study.

Finally, we turn to the challenges of implementing CT strategies, in concurrence with Almulla(2018) and Mkomele (2016), this study demonstrated similar difficulties such as students' low level of language proficiency that do not allow them to properly conduct discussion and debates; lack of time that do not allow teachers to cover target material which in this study's case related to online education; internet issues in *this* study's case were the obstacles to realize CT activities whereas in their cases the limitation of necessary recourses as televisions or libraries were challenges. However, compared to the study of Marijic&Romfelt (2016) who stated that because of the lack of awareness, teachers should be taught for CT courses, the participants of this study showed quite deep awareness of the concept of CT as well as its' strategies. Since the importance of CT is clearly defined in the state curriculum, it has also been considered that the organization of "Teacher training" courses can be helpful for local teachers allowing them to obtain additional knowledge, to find out how exactly CT should be developed, to understand how theoretical knowledge might be implemented in the practice. The results of the analysis of the teachers' suggestions and recommendations in overcoming the obstacles of implementing these strategies during online education cannot be compared to the previous studies since those studies were conducted in traditional classes where this issue was not addressed. Therefore, the local participants' responses are unique and valuable since their recommendations are under the established circumstances. However, in our opinion, the teachers' responses are not sufficient and rich enough in order to provide solutions for the problems since the recommendations were suggested from the general perspective, considering the problems of online education in general, instead of focusing on the problems of implementation CT strategies. Nevertheless, the study enabled us to identify their actual perceptions of these difficulties, thus results are needed to be taken into consideration in further

studies.

## **5 Conclusion.**

The current study provides an analysis of how Kazakhstani EFL teachers comprehend the core concepts of CT as well as what kinds of strategies are used by them during online education. The findings illustrated that several challenges such as lack of time, low level of language proficiency, technical issues and psychological aspects prevented teachers from using the strategies to foster critical thinking skills. Thus, the following recommendations were originated based on the reviewed literature. First, to integrate some types of strategies such as online discussions or peer assessment, which in its turn, are possible to conduct asynchronously via emails and special platforms in an online learning environment. On the one hand, it will allow teachers to stimulate students' self-regulatory abilities by orienting them to work independently; on the other hand, it will enable teachers to save class times that were noted as insufficient to cover the target program. Additionally, it will allow all students to be involved in task completion because the strategies mentioned above demand the implementation of writing skills, which, in comparison to speaking skills, do not require instantaneous fluency. Thereby, some problems such as students' passive participation, shyness in sharing opinions, lack of confidence, or internet issues will be avoided. Second, considering that the role of CT is highly important in the state curriculum and the fact that the new realities dramatically affected foreign language education and the education system in general, there is a need to organize "Teacher training courses" with critical thinking orientation. This would empower them to teach and develop students' critical thinking abilities properly; increase their awareness of appropriate strategies and techniques possible to use in online classes, and effectively implement theoretical knowledge in practice.

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## **BUILDING CULTURAL BRIDGES THROUGH SOCIAL MEDIA NETWORKS: A CASE STUDY**

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### **Abstract**

An English teacher uses Skype to connect his high school students in an Indian village with international teachers to help them interact and converse with them in English. Each international teacher interacts with the students in English once for 40 minutes. The teacher does that daily, and each day an international guest teacher is from a different country. The aims of this study are to report the effects of this kind of intercultural exchange on students' English language skill development and cultural and global awareness. Results showed many benefits for the students: Listening and speaking skill enhancement, getting used to different native and non-native accents, improved pronunciation, and learning new vocabulary and grammatical structures. The students also learn names of countries, their location, flags, currency, cities, people, and exchange information and pictures about the local and target cultures. They learn about the foreign country's educational system, history, antiquities, food, art, traditions, and costumes. They are taken on virtual field trips to some historical places and museums. They learn about natural phenomena such as the northern lights. Sometimes they receive books, T-shirts and pens as gifts from foreign teachers. Shortcomings of such intercultural exchange and suggestions for improvement are given.

**Keywords:** intercultural exchange, intercultural collaboration, intercultural partnership, social media, Indian Skype classroom

### **Bio**

Al-Jarf has 700 publications and conference presentations in 70 countries. She is an international journal reviewer including some ISI and Scopus journals. She won three excellence in Teaching Awards at her university. Her areas of interest are ELT, applied linguistics, technology integration in teaching and learning and translation studies.

## **1. Introduction**

International partnerships, telecollaborations, intercultural interaction, student exchange, global education, reciprocal learning, sister schools, and twinning programs have been common at schools and universities in many countries around the world for a very long time. The most well-known pioneer program is the International Student Exchange Program

<sup>1</sup>in the USA, in which secondary and college students between the ages of 14 and 18 can study abroad at one of the partner institutions. They can attend an accredited boarding school or live with a host family, in a hostel, apartment, or a student lodging. Those Exchange Programs became popular after World War II. According to the Bureau of Educational and Cultural Affairs, Office of Private Sector Exchange, in 2018 there were 23,527 new secondary exchange students, with the top three USA destination being Michigan, Texas and California. Most exchange students came from Spain, Germany, Italy, Brazil, and Thailand. The program cost varies according to the country and institution. Exchange students can get sponsorships for their participation via self-funding, scholarships, or loans. Some Student Exchange Programs involve travel but do not necessarily require the student to study abroad. An exchange student typically stays in the host country for 6 to 12 months and those on study abroad programs may even stay in the host country for several years. Some exchange programs offer academic credit. Students Exchange Programs have many benefits for participating students: Students have the opportunity to study in a foreign country and in a different teaching and learning environment, improve their language skills, experience the history and culture of the foreign country where they are studying, meet new friends who contribute to their personal growth, develop a global perspective, increase their understanding and tolerance of foreign cultures, systems, values and traditions, and broaden their social horizons.

Another large-scale example is the Fulbright Program<sup>2</sup>, one of several United States Cultural Exchange Programs, that was created in 1946. It is the largest U.S. exchange program offering opportunities for students and young professionals to undertake international graduate study, advanced research, and teaching at university, primary and secondary schools worldwide. Since 1946, more than 390,000 Fulbrighters from the USA and other countries

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<sup>1</sup> <https://www.isepstudyabroad.org/>

<sup>2</sup> <https://us.fulbrightonline.org/>

have participated in the Program. The Fulbright Program awards about 8,000 grants annually in all areas of study to U.S. students and scholars, foreign students and visiting scholars, and hundreds of teachers and professionals, in more than 160 countries worldwide. It has a network of more than 1,650 volunteer Advisers on campuses throughout the USA, who assist in recruiting and advising applicants.

A more recent on-line school linkage organization is the International Education and Resource Network (iEARN<sup>3</sup>). It was established in 1988 and is based in Callus, Spain. iEARN has empowered 50,000 educators and two million students, in 30,000 schools and youth organizations, in more than 140 countries, using 30 languages, to work together online using a variety of new communications technologies. Each day more than two million students connect in meaningful, global collaborative project-based learning and virtual exchange activities. iEARN has 150 projects that are designed and facilitated by teachers and students to fit their school curriculum and classroom needs and schedules. Participating teachers and students enter online forums, meet one another, and work on a project with classrooms around the world. All iEARN school projects must answer the following question, *"How can this project improve the quality of life on this planet?"* Thus, participating teachers and students become global citizens who make a difference by collaborating with their peers in other countries around the world.

In addition to organizations and grand-scale programs such as the International Student Exchange Program, the Fulbright Program and iEARN collaborative projects and the like, there are single programs where teachers and students at a local school or university collaborates with a school or university in one or more foreign countries to develop teachers and students' foreign language skills, intercultural knowledge, and deepen their knowledge in a specific area of specialty. A review of the literature has shown a multitude of studies that have investigated

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<sup>3</sup> <https://iearn.org/>

international partnerships, telecollaborations, intercultural interaction, student exchange, and twinning programs between schools and universities worldwide. The first line of research focused on exchange programs between teachers and educators in two or more countries such as an EU-funded project that involves teachers from Britain, Germany and Spain and teachers from Gambia and Kenya in Africa to promote teachers' understanding of poverty and hunger, environmental sustainability, and encourage a global partnership for development (Uhlenwinkel, 2017). Other programs are a voice-based telecollaboration between a group of pre-service teachers taking an intercultural course for English teachers at a Russian University and those pursuing an MA degree in foreign language education in the U.S. (Dugartsyrenova & Sardegna, 2019); an international and intercultural partnership between U.S. and Bolivian teachers to develop intercultural sensitivity and knowledge through exchange of information about their educational systems, philosophies, and pedagogical practices (Gonzales & Szecsi, 2006); and an Internet-mediated, German-American language learning partnership which mainly uses appropriate questioning to develop impressions of and attitudes towards one another (Belz, 2005).

In the U.S.A. and Mexico, two large public universities collaborated in faculty exchange program, teacher development, student mentoring, joint research in foreign/second language teaching, and graduate student/teacher field experiences (Thomas-Ruzic & Prudencio, 2015). In Australia and Malaysia, higher education institutions participated in a transnational education partnership (Keevers, Price, Leask, Sultan, Lim & Loh, 2019). In Hong Kong and Singapore, a joint venture on collaborative online learning between two partner universities provided teaching assistants with key teaching and learning concepts and related pedagogies for teaching undergraduate students (Law, Hafiz, Kwong & Wong, 2019).

A second line of research focused on intercultural exchange programs and experiences at the university level which aim to develop the foreign language skills and intercultural

communicative competence of participating students. Some of those collaborations focus on language learning as in Villalobos-Buehner's (2019) study of a group of US students in their third semester Spanish course discussing a variety of cultural topics such as health care and gastronomy via Skype with a group of English language learners from a Colombian University; and an EU-funded tandem language exchanges among seven European partner universities which offered participating students valuable opportunities for autonomous learning and authentic intercultural communication encounters (Cunico, 2019). Further studies include class-to-class videoconferences and email writing by a third-year German class at a US university and an advanced English class at a German high school by Schenker (2012), and an English language collaboration between a two Russian and Norwegian Universities (Bjørn, 2015). In addition, EFL students from Jiangxi University of Finance and Economics in China and Anadolu University in Turkey analysed and compared Turkish and Chinese cultures and produced a cultural piece of work using text messaging, emails, and voice and video calls synchronously and asynchronously (Taskiran, 2019).

Collaborations between students studying the same major and focusing on the same research projects were the subject of some studies. For instance, students majoring in food science at Kansas State University and Tallin University of Technology in Estonia worked on an international research project together (Adriana, Mauricio, Delores, Loreida, Kadri, Edgar & Yu (2019). Social work students in policy courses and international students in English courses from six countries collaborated on projects promoting social justice and international diplomacy (Moore & Mann, 2020). Likewise, students at two Canadian and Chinese Universities collaborated in a Sister School Project and a Reciprocal Learning Programme through preservice programs to help students reflect on practice of course content, pedagogical, cultural and societal learning, and globalisation, emotional and social impact (Howitt, 2019).

Further partnerships that promote intercultural communication and online course support, understanding and comparisons of cultural values across national groups were carried out at the University of New Brunswick's online Master of Education program in Trinidad and Tobago (Bragdon, 2018). Similarly, four universities in Canada, the United States, and Mexico participated in an innovative course that focused on broadening students' understanding of indigenous and non-indigenous peoples (Bruguier & Greathouse Amador, 2012).

Since it is increasingly common for schools to form partnerships with schools in the countries of languages learned in the classroom, numerous studies in the literature have researched intercultural communication programs at the elementary and high school levels through a variety of projects and activities. A study by Okumura (2020) described a telecollaboration project between Japanese and Australian elementary school students. This long-term project integrated the contents of Social Studies and foreign language study, to promote elementary students' interest in learning their own language, in addition to a foreign language and a foreign culture, using the Edmodo platform. In Moloney & Genua-Petrovic's (2012) study, young exchange travellers were exposed to pedagogical interventions to support and extend their intercultural language learning before, during and after two exchange trips to China and Europe. In Australia, students in year 5 and 6 were engaged in an intercultural school partnership initiative through on-line classroom exchanges with Korean students over a two-year period. The program aimed to foster intercultural understanding in children through perceiving racial and cultural differences as part of their involvement in partnership activities (Walton, 2019).

In Northern Ireland and the Republic of Ireland, a school-based Information and Communications Technology (ICT) initiative, called Dissolving Boundaries, linked elementary students aged 5-11, post-elementary students aged 12-18, and special school students aged 5-18 in one part of Ireland with their peers in the other part (Rickard, Grace,

Austin & Smyth, 2014). There are also school-based virtual field trips for early childhood students to deepen their awareness and understanding of the world (Delacruz, 2019).

Based on an analysis of 694 student surveys from 66 schools across 12 countries, Edge & Khamisi (2012) reported that International School Partnerships, such as the British Council's Connecting Classrooms-Sub Saharan Africa programme, have many benefits such as linking school-based learning to international partners; creating opportunities for students in different countries to engage in activity-based and communication-driven learning partnerships; and encouraging students to discuss their collaborative work with friends and family.

In most partnerships programs mentioned above, students in one school or university collaborated and interacted mainly with students in one or more foreign school or university for a time periods that ranged between several times a week, few weeks, and a year or more. The exchange focused on learning and practicing a language, a specific subject, cultural knowledge or working on a project of interest to participating groups.

Unlike prior exchange programs in prior studies, the present study is going to report on an English teacher, Harikrishna Patcharu, who uses Skype to connect his students who are studying at a government high school in a small village in India, on a daily basis, with guest teachers from different countries to help them interact and converse in English. Each international guest teacher is hosted only once for 40 minutes. Each day, Harikrishna connects with an international guest teacher from a different country. Therefore, the aims of the present study are to explore the effects of Harikrishna's kind of intercultural exchange on rural Indian students' English language skill enhancement and their cultural and global awareness. The study will also describe the Indian classroom environment, technical requirements, and procedures for connecting Indian rural students with international guest teachers. It will report some international guest teachers views on this intercultural exchange and will report some of the challenges faced as well.



Findings of the present study will serve as a guide for teachers and students, especially those in rural areas or teaching and learning environments with limited resources to show them how they can create partnerships and international collaborations with free web-conferencing technologies and tools such as Skype and Zoom.

## **2. Materials and methods**

### **2.1 Participants**

#### ***2.1.1 The Class Teacher***

Harikrishna Patcharu is a teacher from India. He teaches English and communication at Zilla Parishad (ZP) High School in Bhattiporu mandal's Illavaram village, Guntur, India. He teaches students aged 12-15 years. He teaches 5 classes a day, in addition to an extra hour for his intercultural exchange activity with international guest teachers via Skype.

#### ***2.1.2 Participating students***

More than 300 students in grades 6-12 have participated in video interactions via Skype with international guest teachers from different countries. The students go to ZP High School in Bhattiporu mandal's Illavaram village, Guntur, India. They study English, Hindi and Telugu (their local language). The Chief Minister introduced English as a medium of instruction in all government schools of the Guntur State including ZP High School. The Students have the choice to study content courses such as math, science and social studies in English or their native language, Telugu. 75% study content subjects in English as their parents prefer that. The students study from 9:30 a.m. until 4:45 p.m. with a lunch break at 1:15 p.m. They take 4 classes before lunch and 4 classes after lunch, each of which is between 30 and 45 minutes.

#### ***2.1.3 The International Guest Teachers***

The international guest teachers who participated in the intercultural exchange program under study come from 75 countries: USA, *Canada, Mexico, Brazil, Argentina, Chile, UK,*

*Spain, Germany, Latvia, Italy, Greece, Sweden, Finland, Nigeria, Ghana, Morocco, Tunisia, Egypt, China, Japan, Korea, Indonesia, Taiwan, Singapore, Malaysia, Philippines, Thailand, Nepal, Jordan, Saudi Arabia, Australia, New Zealand and others.* Some of the international guest teachers are schoolteachers who teach English, math, or science; others are college professors, and some are artists or musicians.

## **2.2 The Classroom Setting**

The ZP High School has a Skype classroom that is equipped with a smart board, an LCD projector, desktop computer with fast internet. The classroom also has a globe, a small bookcase in front, with some books and souvenirs. Being a government school in a rural area, ZP High school gets financial support from the local community. The computer and other accessories were procured by the government of the Guntur State in India. Upon request from Harikrishna, some locals and philanthropists renovated and modernised the school's computer room, and school alumni donated modern chairs.

The Skype classroom is a spacious room with pink and blue chairs. The walls are decorated with big posters representing Indian culture such as pictures of Gandhi, Taj Mahal, an Indian dancer, a poet, a peacock, and the like. Small flags of all countries in the world are strung along the walls below the ceiling.

## **2.3 The Intercultural Exchange Sessions**

Harikrishna started his cross-cultural exchange in August 2018. In his Facebook account, he has about 2000 friends, 1275 photos, 850 video clips. Hari searches for international teachers on Facebook. He adds them as friends. At first, he built a social media network of international teachers and professors from different universities in the US, Canada, Russia, and France to sharpen his own teaching skills. Then, he thought of using this network with his students. He sent out proposals to teachers and leaders of student organisations at various foreign universities and schools and got permission from the ZP school principal to

start his intercultural, interactive exchange sessions. At first, sessions were held twice or three times a week depending on the availability of the guests on call. The aim of Hari's intercultural exchange sessions is to enable students at the ZP High School to interact and converse with international teachers and students in English. Students in grades 9 and 10 were encouraged to interact with foreign students via Skype.

To connect with an international guest teacher, Hari would contact him/her via Facebook Messenger and gives him/her an idea about his project. He asks for his/her consent to participate in an intercultural exchange session. He schedules a meeting and sets time that is appropriate for both, taking into consideration the difference in time zone. Before the scheduled meeting, he connects with the guest teacher via Skype to check if there are any technical problems. On the day of scheduled meeting, he uses the Skype app on his smart phone, which is connected with a desktop computer and a smart board, to connect his students with the guest teachers and their students. During the meeting, the students can watch the guest teacher on the desktop computer and smart board, and they take turns, in a polite and orderly manner, to talk to the guest teacher using a microphone with a long cord. Each international guest teacher meets with the students online and interacts with them in English for 40 minutes. Hari does that daily. Each guest teacher meets with the students only once and each day the guest teacher is from a different country.

With the help of their teacher, Hari's students sometimes prepare questions in advance to ask the guest teacher. When I was the guest, young students asked me how they could improve their listening, speaking, reading, and writing skills. At the end of the session, the students gathered around their teacher and sang for me. Some guest teachers and their students talk about their own culture or some course-related topic. A Turkish student talked about Turkish culture. With the help of Skype, the students are also exchanging letters, drawings, pictures and postcards with 'penpal' friends in 15 foreign countries such as the USA, Canada,

Mexico, Chile, France, Poland, Sweden, Denmark, Croatia, Tunisia, South Korea, Japan, Bangladesh, Sri Lanka, and Turkey, in an attempt to practice their writing skills in English and improve their ability to describe an incident or an experience in writing. Hari has been bearing all the postage expenses of the letters written by the students.

Following each session, Hari posts pictures and video clips of the session with the international guest teacher on his Facebook page. He writes compliments and positive feedback about the session and video. The following are exact citations of some of Harikrishna's comments:

Hari wrote on Brian McDaniel, Director of Bands and Instrumental Music at Rancho Mirage High School, Palm Springs, California:

*You have done exceptional job in collaborating with my students back last December. My students were inspired by your presence. They learnt a lot from your session. We look forward to connecting you again.*

Hari said about Tamara Taylor:

*What a thrilling session it was! My students and me had a spectacular zoom session with an excellent teacher from Canada. Her way of presentation and energetic voice complemented the session. We felt as we were in Canada during the entire session. It was a memorable session. Thanks to Tamara Taylor for staying up late for this session. We are so grateful to her for providing us this golden opportunity.*

Hari commented on Milla Hewiidf from Finland:

*It's undoubtedly a rare phenomenon of having sun light during the night. We were completely amazed looking at it. We have to extend our heartfelt thanks to Milla Hewiidf from Finland for staying awake at your 11 p.m. for the sake of my students. We would love to collaborate with her in exchange of culture and traditions.*

## **2.4 During Covid-19 Pandemic**

Due to the coronavirus lockdown, and like many students across the globe, Indian students are also studying online from home. Back in April, Hari told me that the students are disappointed, as their exams have been postponed to July instead of March, so he contacted some international teachers and asked them to make a short motivational video in which they encourage his students to study hard and be focused. He has been posting the motivational videos that some international teachers sent him on his Facebook page together with comments such as:

*Teresia Mwema is a gifted student from Kenya. She has been phenomenal in her region by taking up some virtually impossible tasks possible by her sheer determination and perseverance. She has become a role model to many students. We are so thankful to her for giving an inspirational message.*

In addition, Hari is teaching online via WhatsApp and Zoom. He is inviting some guest teachers from the USA and Europe to teach some online lessons in English, science, and mathematics to the students. He even used some YouTube videos to educate his students. Here is Harikrishna's comment on one of the guest teachers' Zoom sessions:

*We had a fabulous zoom session with an inspirational teacher from Pennsylvania. She did a great job in answering to my student's curious questions. We are so thankful to Jennifer Leigh. We would love to have a session with her very soon.*

Since only 60% of his students have access to a smart phone in the initial days of the Covid-19 lockdown, he asked local elderly people and parents to help those students who do not have access to a smart phone by lending their phones to some students for few hours to enable them to access the online lessons.

## 2.5 Data collection

I interviewed Hari Krishna on Facebook Messenger and asked him open-ended questions about his intercultural exchange sessions and about their benefits to students. I also conducted a content analysis of his Facebook posts, videos, pictures, and comments. In addition, I checked the following Indian newspaper reports on Harikrishna's experience: *Times of India*<sup>4</sup>, *Pune Mirror*<sup>5</sup>, *the Guntur Guide*<sup>6</sup>, *The New Indian Express*<sup>7</sup>, and *The Hindu*<sup>8</sup> and cited some relevant information from them. Finally, I am including my own impressions as a participant in a Skype session with Hari's students and as I prepared a motivational video for them.

## 3. Results

### 3.1 Effect on Students' Language Skill Development

In the intercultural exchange sessions with guest teachers and students from different countries, students at ZP high school have a chance to converse with foreign students their age and practice their English with them. This activity enhances Indian students' English language, specifically listening and speaking skills. It improves their pronunciation. They get used to different native and non-native English accents. Some students pick up different native English accents. Through the short communication sessions with native speakers, the students learn

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<sup>4</sup> [KV Ramana](http://cms.newindianexpress.com/states/andhra-pradesh/2019/nov/11/guntur-school-goes-global-for-better-learning-2060133.html) (2019). Guntur school goes global for better learning. Retrieved on Oct6, 2020 from <http://cms.newindianexpress.com/states/andhra-pradesh/2019/nov/11/guntur-school-goes-global-for-better-learning-2060133.html>

<sup>5</sup> Sukhada (2020). Zilla Parishad-run schools take classes on WhatsApp. Retrieved on October 6, 2020 from [https://punemirror.indiatimes.com/pune/civic/zilla-parishad-run-schools-take-classes-on-whatsapp/articleshow/75383884.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](https://punemirror.indiatimes.com/pune/civic/zilla-parishad-run-schools-take-classes-on-whatsapp/articleshow/75383884.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

<sup>6</sup> Guntur village teacher brings world to his students' homes. Retrieved on October 6, 2020 from <https://gunturguide.com/2020/guntur-village-teacher-brings-world-to-his-students-homes-vijayawada-news-times-of-india/>

<sup>7</sup> Samdani MN (2019). How a teacher's efforts to teach English brought these kids closer to the world outside. Nov 25. Retrieved on October 6, 2020 from <https://timesofindia.indiatimes.com/home/education/news/how-a-teachers-efforts-to-teach-english-brought-these-kids-closer-to-the-world-outside/articleshow/72218574.cms>

<sup>8</sup> [P. Samuel Jonathan](https://www.thehindu.com/news/national/andhra-pradesh/striking-a-chord-with-italian-students/article29826129.ece) (2019). Striking a chord with Italian students. Retrieved on October 6, 2020 from <https://www.thehindu.com/news/national/andhra-pradesh/striking-a-chord-with-italian-students/article29826129.ece>

new vocabulary, language functions and grammatical structures, and consolidate what they already know. Exchanging letters with their peers and teachers from 15 countries has improved their writing skills tremendously. In one of his comments on Facebook, Harikrishna indicated:

*My students had a wonderful collaborative session with an excellent English teacher from Argentina. Students from both sides shared their life ambitions and many more. We are so thankful to Soledad Gómez Saá for her initiative.*

The students also benefit from advice on language skill development they get from guest teachers. A music teacher from England advised participating students to sing English songs to improve their language skills. Some guest teachers taught the students some grammatical structures, vocabulary items and functions such as: Showing them how to use and pronounce *either ... or, neither ... nor, and if +past*. Others showed them posters with tips for *improving fluency in English, 10 ways to encourage someone, ways to say thank you, the simple Past Tense, idioms with some verbs* and others.

In addition to skill development in English, the intercultural exchange sessions help the students gain new knowledge in science, geography, history, science and so on. A science teacher from the USA mesmerised the students through a science demonstration. They are taken on virtual field trips of historical places around the world such as the Colosseum in Rome, the Ancient Corinth in Greece, and Elche world heritage city in Spain. They learn about natural phenomena viz, northern lights in Norway and Finland, and palm trees in a city in Spain. Hrikrishna said in a comment:

*My students were fascinated by Elche Spain, world heritage city. Though palm trees are not strange to us but witnessing this variety in large number in a city is unusual for us. We even like the message given by an excellent teacher from this city. We are so thankful to Pili García for her wonderful videos.*

The benefits of such intercultural exchange sessions were highlighted by some of Hari's students as reported by the Indian newspapers mentioned earlier:

G Pujitha said:

*"Initially we were not confident to interact with foreigners because we can't speak English fluently. Our teacher encouraged us to speak whatever we can. Slowly, we gained confidence and now are happy to interact with people from so many countries."*

P Phani Kumar said:

*We are now being able to speak without fumbling.*

N Mukhesh, a grade 9 student commented:

*We are getting good marks in English. Thanks to regular letter-writing.*

### **3.2 Effect on Students' Cultural and Global Awareness**

The intercultural exchange sessions help the students learn names of countries, their location, flags, currency, cities, continents, and people. They learn about the educational systems of various countries and get to know how other students in other countries study, what they study, their school uniform, and classroom, library, and playground settings. Students in grades 8, 9, 10 discuss food habits, education, hobbies, future ambitions, and culture with foreign students in 15 countries. They exchange information and pictures about their own culture and traditions with foreign students and see pictures about other countries through which they learn about foreign countries' history, antiquities, food, art, traditions, costumes, music, such as the Moroccan green mint tea tradition, Japanese artwork, Indonesian costumes and others.

Through Skype, Indian students have experienced a variety of cultural aspects. They had a taste of the Turkish culture when they were connected with grade 9 students in a Turkish public school, who gave a presentation about their culture and development in their country and how their government is giving top priority to education by allocating a large portion of



their national budget to education. They exchanged views with Italian students from Middle School IC Don Milani, Carbonia, Sardinia on a variety of topics like hobbies, food, culture, and national monuments. Indian students shared their traditional symbols like bringing the palms together before the face or chest, bowing and saying 'Namaste' when greeting others, donning their traditional Indian attire, and celebrating Indian festivals like Deepavali. Italian students were surprised when an Indian student told them that India has 21 official languages and when Indian students shared stories of diversity in India. While teaching a lesson about Wangari Maathai of Kenya, the first African woman and first environmentalist to receive the Nobel Peace Prize in 2004, the students were connected with a guest teacher from Kenya who is a member of the Greenbelt Movement, who told to the students about Maathai's activities in detail and helped them understand the lesson better.

Such learning experiences make the learning environment fun and exciting. The students become enthusiastic about learning. It gives them inspiration and motivation to learn. They learn to respect other cultures and practice tolerance. The sessions have enabled students in grades 8, 9, 10 to interact with students, teachers, and principals from foreign countries in English confidently. They could overcome their fear, anxiety, and xenophobia. They are exposed to the world at a young age without having to leave their home village. The students feel happy and excited when they receive gifts like books, T-shirts, pens, food items, toys, and accolades from pen-pal countries.

Indian students in the ZP government school in a rural area in India proved that it is possible for them to understand and communicate with students in foreign countries with ease. Commenting on this, Harikrishna says:

*I can't forget the joy in my students' eyes after the first interactive session.*

### 3.3 Guest Teachers' Views

Guest teachers' comments on their experience with Harikrishna's intercultural exchange show appreciation of being invited to such sessions and for the time and effort Hari puts to bring the world to his students' classroom. They described Hari's intercultural exchange sessions as fabulous, awesome, amazing, inspiring, valuable, fantastic, and fun. The following are exact citations of some international guest teachers' comments on their videos and pictures Hari posted Facebook page:

Ryan Caswell:

*Thank you for the time, I appreciate all you are doing to bring new perspectives to your students using technology. Your questions were well thought through, you have a gift for exploration. As we discussed, I know they will remember this long after they leave their respective grades. Looking forward to the next time!*

Rita Dick:

*What a great idea to provide fabulous and valuable videos for your students from inspiring teachers. A wonderful way to have a breath-taking tour around the world and learn about their countries.*

Samantha Oliveira:

*That's amazing!! Congratulations!! Are these paintings in your room? Sooo beautiful!!*

Charles Derrick Snr from Kenya:

*I'm so impressed by the great work you're doing. Thanks for the opportunity to be part of that journey you have undertaken to reach out to your learners with motivational messages from great Educators across the globe. It's so inspirational. I'm humbled by the opportunity you offered me to journey with you. I really appreciate and wish you the very best of luck in what you're doing. I'm looking forward to many more successful learning engagements.*

Έφη Μπαχτσεβάνα (Έφι Bachtsevána) from Greece:

*You are such an inspiring educator. You give your students the opportunity to connect with diverse teachers from all over the world. I was so honored to collaborate with you and your students. Thank you*

Karanja Kim:

*Waah thanks soo much for this opportunity to speak a word of encouragement to your learners. Special gratitude to Maina Gathinjaga WaGîokõ maina.*

Charles Derrick Snr:

*This is so amazing. Keep up the zeal.*

Queency Naomi:

*Wow!....privileged to whisper a word to your students!....Grateful to Maina Gathinjaga WaGîokõ*

Catrina McDonald:

*Would you like a video from myself here in northern Spain? I have 2 more weeks of vacation and would be happy to connect with your students...*

Thomas Whisinnand:

*1000% blessed to spend some of my Sunday morning with Hari Krishna Patcharu, and his OUTSTANDING students from Zp High School, in India!! Thank you for the AMAZING collaboration!!*

Tamara Taylor:

*This man, Hari Krishna Patcharu has asked me to speak to his students in India over zoom this Friday (night with the time difference)! I am putting together a Canadian/Island series featuring wildlife, landmarks ect... I AM SUPER EXCITED!!*

Abhilasha Singh:

*Awesome. You are an inspiring teacher n leader. Your students are very fortunate to have u as their friend philosopher n guide.*

Elisabeth Skovrup Hansen:

*It is so good and fantastic. You make a big difference for your students. You deserve all the credit.*

Tina Banks:

*You do an amazing job connecting your students to the world. Well-deserved congratulations.*

Prinavin Govender:

*Congratulations and well done. You are an inspiration. I am an IT lecturer at a university of Technology in Durban South Africa. I can assist by sharing resources esp IT. Also have a YouTube channel search Prinavin Govender on YouTube. Well done. You are an inspiration keep IT up. If necessary feel free to contact me on Zoom or MSTEAMS.*

Donna Shrum from the USA has commented on Harkrishna's recent winning of a Fulbright scholarship:

*Congratulations to my teacher friend in India, Hari Krishna Patcharu. He has been awarded a place in the Fulbright exchange program and will be visiting America in January. He has brought the world to his rural class on the Bay of Bengal through Skype. He is an amazing teacher!*

### **3.5 Shortcomings**

Although the intercultural exchange sessions that Harikrishna conducted with international guest teachers from 200 schools in 75 countries have been a great experience for Indian students at the ZP High School in Bhattiporu mandal's Illavaram village, Guntur, India there are few shortcomings such as: During the meeting with me, there was an echo in the classroom which made it difficult for me to understand what the students and the teacher were saying. I also had difficulty understanding the students' Indian accent of English, which means that the students need to improve their pronunciation with additional practice in their normal

classes. While I was giving them advice, in response to their questions on how they could improve their listening, speaking, reading, writing, vocabulary and grammar, the students were not taking notes and I wonder how much they could grasp especially that students who asked those questions were in the elementary grades.

One of the limitations of this study is that I could not interview or contact a sample of students who have participated in Harikrishna's intercultural exchange sessions to learn about their views of this activity directly from them. It was not possible to have some students' names, emails, or Facebook pages. Therefore, all impressions were based on the interview with the teacher, what was reported in the newspapers mentioned above and a content analysis of the videos, pictures and comments posted on the teacher's Facebook page.

Another limitation is that there is no way to measure actual improvement in students' English language skills and amount and type of knowledge acquired as a result of communicating with the international guest teachers and their students. To assess gains in students' language and knowledge, a comparison with a comparable group of students who have not been exposed to any intercultural exchange sessions using a pretest before the start of the sessions at the beginning of the semester or course and a posttest at the end of the semester or course. There is no way to assess the differential effects of such an exchange on different grade levels and individual students exposed to the intercultural exchange.

While browsing the teacher's Facebook page, no interaction was noted between participating students and the guest teachers after the meeting, and none of the students has made any comment on a guest teacher's video, or pictures posted after each session. In addition, comments from guest teachers on what Hari posted about them on his Facebook page were very few as well. Some guest teachers did not even make any comments on what Hari has posted about them.

Moreover, the teacher's Facebook page shows that no follow-up activities for the students were posted after meeting with the guest teachers such as asking the students to summarize, or write a report or their impressions about a particular session, or what they learnt from it.

Another difficulty in such an intercultural activity with guest teachers from different parts of the world is coordinating the time differences with teachers from Canada, USA, and South America. In one of his comments Harikrishna indicated:

*It's a memorable collaboration with the students of Tonya Smith. It was virtually impossible due to massive time differences between India and U.S.A but Tony made it possible. We look forward to collaborating with her and her amazing students in the future. My students had a wonderful experience.*

During Covid-19, many students could not benefit from the distance learning activities as only 60% of the students had access to a mobile phone, an Internet, and a computer. So, the teacher reported that those students who have no access to a smart phone, computer or Wi Fi did not participate in the Zoom and WhatsApp sessions.

#### **4. Conclusion**

The revolution in information and communication technology has made the world a small village. People all over the world can now communicate through social media such as Facebook, Twitter, Instagram, Skype, Telegram, WhatsApp, and others using their smart phones, tablet, or laptop. Some teachers are using social media for instructional purposes, for extracurricular activities and for telecollaborations with other teachers, students and schools. In this study, I reported on an Indian teacher teaching at a government school in a remote village and his students' experience in telecollaborating with foreign teachers across the globe

via Skype, and the benefits of such an intercultural exchange on the students' English language skill development and cultural and global awareness.

The benefits that Indian students in the present study have gained from those telecollaborations are consistent with benefits found by other prior studies in the literature in which students in primary and secondary school in one country interacted with students in one or more countries such as Okumura (2020), Moloney & Genua-Petrovic (2012), Moloney & Genua-Petrovic (2012), Walton (2019), Delacruz, 2019), and Edge & Khamsi (2012). They are also consistent with findings of other prior studies in which university students in one country collaborated with another group of students in another country to develop their foreign language skills as in Villalobos-Buehner (2019), Cunico (2019), Schenker (2012), Bjøru, 2015), and Taskiran (2019).

To make these kinds of telecollaborations and intercultural exchange sessions more effective and more beneficial, this study recommends that instead of conducting the sessions with guest teachers only once and with a different teacher every day, i.e., 5 to 6 different guest teachers a week, it would be better to conduct few sessions a week only with the same guest teacher and his/her students, so that the students get to know the teacher better, overcome their shyness and hesitation, get used to her/his accent and teaching style, go into the topic under study or discussion in more detail, and collaborate on some kind of project with the foreign students. This will also save the class teacher time and effort in searching for a new guest teacher, contacting the teacher and making new arrangements for a new session every day. The teacher will have more time to spend on the quality, diversity and depth of the content rather than a bird's eye of this and that, here and there.

To have more focus on what the students will be learning or need to learn in the intercultural exchange sessions, the teacher can prepare a pre-plan that outlines the topics in language learning, math, science, geography or history to be discussed in the telecollaboration

sessions for at least a month. Since the teacher is having more than two years of experience conducting the intercultural exchange sessions, he is better able to make a list of topics that are relevant and of interest to the students. Telecollaborative projects on different topics, and from different subject areas can be specified in advance as well.

Following each session with an international teacher's session, it would be better to give the students a follow-up activity that requires the students to reflect on the session or write a report or summary of it. Students can be also encouraged to comment on each session on the teacher's Facebook page or on a special Facebook page dedicated to the students. Links to penpal groups the students are participating in can be added on the teacher's Facebook page or in a special Facebook page.

Furthermore, the teacher, his students and school may join the iEARN school linkage programs where each grade level can participate in a project of interest to them with a partner school in a foreign country and work on it for a longer period of time.

Finally, telecollaborations with a fewer number of guest teachers, students, and schools in fewer countries for longer periods of times can be tried out. Comparisons of participating students in intercultural exchange sessions and non-participating students to assess the linguistic and cultural gains in the students using pre and posttest or questionnaires are still open for further investigations by researchers in the future.

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## CHAPTER-II

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### АБАЙДЫҢ РУХАНИ МҰРАСЫ: ӨЛЕҢДЕРІ МЕН ҚАРАСӨЗДЕРІ

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**Түйіндеме.** Абайдың рухани мұрасы: өлеңдері мен қарасөздері жайлы зерделеген өз ойларым мен зерттеушілік-ізденімдік тұжырымдарым талқыға салынды. Ақын қарасөздерінің адамгершілік, еңбек, білім алу, т.б. толғамды түйіндері мен философиялық көзқарастарына талдаулар жасалды. Қазақ елінің өміріндегі кемшіл тұстарды айқындай көрсетіп, адам бойындағы жаман қасиеттерді жіпке тізіп, осыдан жиреніндер деп өсиет еткен бабамыздың еркін ойлары мен өлеңдерінің зерттеулерде көп айтыла бермейтін аспектілерін талдауға қадамдар жасалды. Зерттеуші ғалымдардың Абай шығармалары туралы пікірлері салыстырыла зерделеніп, сілтемеге алына отырып, өзіндік пікірлермен синтезделіп отырды. Жас зерттеуші ретінде жұмысымызда ақынның талданған әрбір өлеңінің жаңа қырларын ашуға және өзіндік пайымдаулар тұрғысынан келуге, тұжырымдар бекітуге мол талпыныс жасалды.

**Кілт сөздер:** қарасөз, мотивация, философиялық ой, классик ақын, реалистік образ.

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### **Духовное наследие Абая: стихи и слова назидания**

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**Аннотация.** В данной статье рассматривается духовное наследие Абая: мои собственные мысли и исследовательские идеи по поводу стихов и слов назидания поэта. Проведен анализ философских взглядов поэта, направленных на воспитание нравственности, любви к труду, гуманности, просвещения. Были синтезированы и сопоставлены мнения исследователей о творчестве Абая. В нашей работе было приложено немало усилий, чтобы раскрыть новые аспекты каждого из анализируемых стихотворений поэта с точки зрения молодого исследователя, сформулировать выводы.

**Ключевые слова:** слова назидания, мотивация, философские мысли, поэт-классик, реалистический образ

## **Spiritual heritage of Abai: poems and edification words**

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**Annotation.** This article examines the spiritual heritage of Abai: my own thoughts and research ideas about the poet's poems and words. The analysis of the poet's philosophical views aimed at the education of morality, love of work, humanity, enlightenment is carried out. The opinions of researchers about Abai's work were synthesized and compared. In this work, a lot of efforts were made to reveal new aspects of each of the analyzed poems and to formulate conclusions from the perspectives of a young researcher.

**Key words:** words of edification, motivation, philosophical thoughts, classic poet, realistic image.

### **Кіріспе**

Ұлы Абайдың шығармашылық мұрасы - ғасырлар бойы құндылығымен, ұрпаққа берер мол тәлімімен, тұтас ұлт тәрбиесінің жүгін көтерген, заман ауысқан сайын маңызын жоймайтын халқымыздың рухани да асыл қазынасы. Сана өзгеріп, қандай қоғам келсе де, еш өзгертусіз қолданыстан түспей, өз маңызын арттыра түсетін Абай мұрасының қазіргі қоғамға да берері мол. Зерттеулерде ақынның алғашқы өлеңдері 12 жасында жазылғаны, бірақ автордың ерте жасаған жұмыстарынан тек бірнеше туындылары ғана жеткені көп айтылады. 28 жасынан бастап ақын Шығыс халықтарының поэзиялық шығармашылығын және орыс классикалық әдебиетін терең зерттегені белгілі. Ол Крылов, Шиллер,

Пушкин, Байрон, Мицкевич, Гейне, Лермонтов, Гете шығармаларын қазақ тіліне аударған. Көрнекті қайраткердің еңбектерінің арқасында қазақ халқы алғаш рет әлемдік классикалық әдебиетпен танысты. Абайдың философиялық ой-пікірі ХІХ ғасырдың екінші жартысында қалыптасты. Абай әйгілі шығыс классиктері Фердауси, Сағди, Ширази, Низами, Навоилардың шығармаларын және ислам философтарының көзқарастарын жетік білді, сонымен бірге ежелгі гректің атақты классигі Аристотельдің философиялық шығармаларымен және Сократтың еңбектерімен толық танысты, В.Г. Белинскийдің еңбектерін көп оқыды. Абайдың дүниетану жолында өткен замандардың кемеңгер философтарының шығармаларын оқып, өз дәуірінің алдыңғы қатарлы ой-пікірлерін қорытып, оларды қазақ өміріндегі аса маңызды мәселелерді түсіндіруге қолданды. Осы кездегі қазақ қауымын толғандырған басты құдірет, жан мен тән, өмір мен өлім туралы болса, солардың барлығына ақын жауап іздеді, өз шығармашылығы арқылы халқын алға сүйреп, көзін ашып, көкірегін оятуға жұмсады.

### **Негізгі бөлім**

Қазақтың ұлы ақыны Абай атамыз өз ғұмырын тек өлең жазуға, орыс және басқа да тілдерден аудармалар жасауға арнамаған. Сонымен қатар, публицистикалық шығармаларын яғни "қара сөздерін" жазып қалдырғаны белгілі. Ал, енді қара сөздерінің біршамасы не жайлы жазылғандығын және өзім нендей нәрсені түйгенімді жазайын.

Ең алғашқы қара сөзінде алдағы өмірінде нені кәсіп қылып, қайтіп өткізетіні жайлы талқылап, жазған. Ел бағу, мал бағу, ғылым бағу, софылық қылып дін бағу, балаларды бағу - қажып, жер ортасы жасқа келгенде бұлардың ешбірін кәсіп қылғысы келмеді. Осы уақытқа дейін қылып жүрген істерінің байлаусызын, баянсызын 1-ші қара сөзінде атап көрсетеді. Қорытындысында ойына келген нәрселерді қағазға жазып, ақ қағаз бен қара сияны ермек қылуды жөн көреді: "Кімде-кім ішінен керекті сөз тапса, жазып алсын, я оқысын, керегі жоқ десе, өз сөзім өзімдікі дедім де, ақыры осыған байладым, енді мұнан басқа ешбір жұмысым жоқ",- деп ойын түйіндейді.

Жоғарыда айтылғандай ол өз өмірінде, жалпы қазақ елінің өміріндегі кемшіл тұстарды айқындап жазып, тіпті қазақтардың бойындағы жаман қасиеттерді жіпке тізіп осыдан жиреніңдер деп өсиет етеді. Бір сөзінде мақтаншақтық жайлы сөз қозғаса, енді бірінде иман жайында жазады, ал енді бірінде қазақтарда кең қолданысқа ие болған алайда еш мағынасы жоқ мақалдарды сынай отырып оқырманға оның дұрыс бұрыстығын нұсқап

көрсетеді. Қара сөздерінің қайсысы болмасын қазақты жақсылыққа, игі істерге шақырады, жамандық пен жалқаулықтан жирендіру үшін түрлі әдіспен сөздерден маржан түзіп әсерлі етуге барын салғандығы маған ерекше ұнады. Абайдың толық жинағында 1890 жыл мен 1898 жыл арасында жазылған шығармалары - «Қара сөз» деп аталады. Бұл – ақынның философиялық еңбегі. Барлығы 45 сөз және бұған «Біраз сөз қазақтың түбі кайдан шыққаны туралы» деген тарихи мақаласы да қосылады.

Абайдың «Қара сөздерінің» соңғы нұсқасы Мүрсейіттің 1905, 1907 және 1910 жж. қолжазбалары бойынша жарияланып келген. «Қарасөздер» деген атау өлең сөзден бөлек дүниелер мағынасын білдіреді. «Қарасөз» дегеннің мағынасын белгілі ғалым және саясаткер Ғ. Есім: «...Абай ойына келген нәрселерін еркін айту үшін, өзі арнайы жанр ойлап тапқан. Ол - сөз жанры. Ақынның қара сөздері — нағыз еркін ойдың жанры. Мұнда ешқандай бір дәстүрге, тәсілге бағынушылық жоқ. Ой еркін айтылған, мазмұн өзіне лайықты форма тапқан» [1]. Көптеген философтар ойларын формаға бағындырып немесе жүйе құрып әуре болғанын білеміз. Абай болса, ондай істермен айналыспаған, өзінің айтқысы келген ойларын еркін білдірген. Абай ашқан «сөз» жанры, өкінішке орай, қазақ мәдениетінде өріс алмады. Сірә, оған кінәлі, Шәкәрім тілімен айтсақ, «нақтылы ойдың» заманы болса керек. Адам өз ойындағысын айтқаны үшін кінәлі болған заманда, әрине, сөз жанрының өрістеуі, Абай дәстүрін жалғастыруы мүмкін емес еді. Абай дәстүрі, яғни сөз жанры бүгінде жаңғырып, жалғасуы керек, оған алғышарт бар. «Қазіргі плюрализм (көзқарастары мен пікірлерін білдіру еркіндігін заңмен қамтамасыз ететін) деп жүргеніміз, кезінде Абай қолданған ойлау тәсілі...», -деп сараптама жасап, талдап берді [1].

Қара сөздің барлығын публицистикалық шығарма деп тануға әбден болады. Себебі қайсы-бірін оқысаңыз да санаңызға қозғау салып, ойыңызды шымырлата түспегі анық. Тіпті білім-ғылым жайында жазылған қара сөздерден ерекше қуат алып, мотивация алатын жандар да баршылық. Әрбір қазақ азаматы осы қара сөздерді оқып шығуға міндетті деп санаймын. Әлбетте ол ұлтының нағыз жанашырын тәрбиелеп шығаратыны анық. 45 қара сөздің барлығын да жаттап алған жастардың саны бүгінгі күні аз болса да алдағы уақытта көбейетініне сенемін.

Дәл қазіргі жаһандану кезеңінде, қарқынды дамыған, тез өзгермелі заманда, Батыстың мәдениеті дендеп, кейінгі ұрпақтың санасын улаған үрдісте ақынның қара сөздері мен кез келген өлеңін оқып, одан ғибрат алу пайдалы. Сан жылдар өтсе де өз құндылығын жоймайтын ұлы мұра ұрпақ

тәрбиесінде және ұлттың адами құндылықтарынан алшақтамай, білім, ғылымды игеруде өркениетті елдермен терезесі тең тұруына бағдар береді. Абай атамыз өз заманында қазақ халқының өмір сүру салты мен тұрмыс қалпына көп сын айтты. Сын айта отырып халқын дамытуды ойлады. Адам санасын улаған байлық, мал, күншілдік, т.б. ақын өзі жіктеп көрсеткен кереғар қасиеттерден арылтып, санасы тазарған, ойлы, білімді, дамыған халқын көруді арман етті. Бірлікке, тірлікке, ізгілік пен адамгершілікке шақыратын публицистикалық шығарманы неге жаттап алмасқа?! Ақыл жүрек қайрат үшеуін бірге ұстап Абай атамыздың нұсқауымен жүрсек келешегіміз жарқын болшағымыз баянды болары сөзсіз! Жоғарыда айтып өткеніміздей, бұл шығармалардың қазір де берері көп.

Ғұлама Абай «Қара сөзді» шешендік өнер мәнінде айтқан. Шаршы топқа шығып сөз айту әркімнің қолынан келе бермейтін іс. Абай осындай ниетпен айтқан сөздерін қағазға жазып қалдырады. Көрген-білгенін, таным-тәжірибесін, танып-түстегенін ақыл-көрігінде қорытып, таразыға салады. Қысқа ғұмырдың алдамшы, өткіншілігіне де қапа болады. Баянсыз, тұрлаусыз сиқына бас шайқап, іштен тынады. Оның мән-мәнісін бірінші сөзінде былай білдіреді: «Бұл жасқа келгенше жақсы өткіздік пе, жаман өткіздік пе, әйтеуір бірталай өмірімізді өткіздік: алыстық, жұлыстық, айтыстық, тартыстық — әурешілікті көре-көре келдік. Енді жер ортасы жасқа келдік: қажыдық, жалықтық; қылып жүрген ісіміздің баянсызын, байлаусызын көрдік, бәрі қоршылық екенін білдік. Ал енді қалған өмірімізді қайтып, не қылып өткіземіз? Соны таба алмай өзім де қайранмын...» [2].

Ақын алдағы өмірге барлау, талдау жасайды.

Адам мұраты, өмірі мен еңбегіне еркін енеді. Өмірдің бұралаң жолдарына, кәсіп-дағдыларға, тұрмыс-тірліктің мың сан арналы, тараулы жолдарына көңіл тоқтатып, көз жібереді. Білім-ғылым, кәсіп-қызмет, дәстүр-дін, тәлім-тәрбие иірімдеріне де көңіл бөліп, жіті назар аударады. Бәріне де мән-маңыз береді. Басым бағыттарына еркін енеді. Сыр-сипаттарын ашады. Өмір мұратына ден қойып, тәлім-тәжірибесіне тоқтайды. Болыс болсам деп ағайындар жанжалдасып, партияласып әбден халықтың мазасын кетіретін пысықтарды көргенде Абай бұрынғы «Қасым ханның қасқа жолын, Есім ханның ескі жолын», Өз-Тәукенің «Жеті жарғысын» білмек керек дейді.

Б. Кенжебаев мынадай ойға тартар тың, тосын шешіммен тоқтайды:



“Сонымен, Абайдың қара сөздері көркем проза. Абай қазақтың көркем прозасының негізін салушы. Бірақ Абай бұл жөнінде жалғыз, тұңғыш емес, оның серігі, құрдасы бар. Ол Абайдың замандасы Ыбырай Алтынсарин. Ыбырайдың көптеген тамаша ұсақ әңгімелері, новеллалары қазақтың көркем прозасының басы, негізі. Ыбырайдың бұл әңгімелері Абайдың тұсында, Абай қара сөздерін жаза бастаған кезде, қайта онан сәл ілгері жазылды” [3].

Ұлы бабамыздың қарасөздері жанры жағынан ғана маңызды шығарма емес, сонымен қатар, ол өзінің тілі, стилі жағынан да аса маңызды-прозалық еңбектер. Осы орайда ғалымдар тұжырымдап көрсеткендей, бұл қарасөздердің стильдік ерекшеліктерінің бірі-лаконизм екендігі дәлелденген. Яғни ойды қысқа, анық, нақты етіп айтып беру құбылысы. Бұл ақынның өлеңдерінде де кездеседі. Мысалы,

Бойы бұлғаң,  
Сөзі жылмаң -  
Кімді көрсем, мен сонан  
Бетті бастым,  
Қатты састым,  
Тұра қаштым жалма-жан.  
... Ел қағынды,  
Мал сабылды,  
Ұрлық, өтірік гуде гу.

«Бойы бұлғаң...» - ақынның уытты шығармаларының бірі. Қоғамдағы зиянды дерттерді өткір сынға алады. Оның жанры – сатиралық шолу. Мұнда ақын оқырман қауымды сөзінде тұрмайтын тұрлаусыз пенделер мен сөзі мен ісі сұйық суайттарды әшкере етіп, таныстырады. Сондай –ақ, «күнәсізбін», «кінәсізбін» деп безілдейтін «періштелермен» де, сырт көзге барын киіп, «үзеңгі бауы алты қабат болып» шіренетін, үйіне келсең, сусын тауып бере алмайтын бейшаралармен де, тілемсектік істеп, бермесең, безіп кететін безбүйректермен де, бірді-бірге айдап сап, ел арасына от тастап, антын, арын сатқан екіжүзділермен де таныстырады. Өлең құрылысы қысқа да нұсқа, түсінікті. Абайдың қарасөздеріндегі екінші бір стильдік ерекшелік, ол – нақыл сөзділік (афористичность). Басты өзгешілігі – оның үгіт-өсиетшілдік мазмұнына лайық публицистикалық дидактизм. Зерттеушілер көрсеткендей, Абай шығармаларының аталған негізгі стильдік өзгешеліктері – оның идеялық-мазмұнынан өрістейтін

жаңалықтар екендігі. Ақын өлеңдерінің қайсысын оқысақ та, түсінікті және ерекше иірімдер мен ұйқастар арқылы негізгі ой астарлы болса да мазмұндық сипат алып отырады. Әрине, Абай бұлардың бүгінгі өмірге келетінін алып, жарамсызын теріске шығарса деп армандай келіп, осыларды іске асыратын кісілердің жоқтығына қиналады. Абай 35-40 жастар шамасында өзінің ақындық талантын таныта бастайды. Абай қалада айлап жатып, еліне арбалап кітап алып қайтады. Семейге айдалып келген, патша өкіметіне қауіпті деген адамдармен де кездесіп, олармен ұзақ кеңесіп, ішкі қоғам өмірінен алатын орнын дұрыс түсінді. Ол өлеңге жеңіл-желпі қарап, байларды мақтап, тілін безеп, мал үшін сатылып, өнердің қадірін кетіріп жүрген ақынсымақтарды қатты сынға алды.

Абай ақынды өмір оқытушысы, үгітші, үлгі берер азамат жыршысы болуы керек деп білді. Өзі “көкірегі сезімді, тілі орамды” жастарға үлгі болды, оларға ақыл айтып, өлең жазудың тамаша шебер үлгілерін көрсетіп берді. Абай шебер өлеңді, тәтті әнді мәдениеті жоғары, білімді ақын ғана бере алатынын ескертіп, “Бөтен сөзбен былғанса сөз арасы, ол-ақынның білімсіз бейшарасы” деп көрсетті.

Ақындық өнердің мақсатын, мәнін осылай терең түсінген Абай, өз кезіндегі әдебиетке батыл сын айтты. Абай кезіндегі ел билеушілерге қарсы шығып, патшаның болыстық, билік тәртібін сынға алады. Олардың қылмыстарын бетіне басып, ел мұңын, халық тілегін білдіреді. Реңі кеткен қазақ елінің бейнесін айқын көрсете келіп, ол:

Қалың елім, қазағым, қайран жұртым!...

Өзімдікі дей алмай өз малыңды,

Күндіз күлкің бұзылды, түнде ұйқың,- дейді. Абай өзінің осы сияқты өлеңдерінде (“Болыс болдым, мінекей”, “Мәз болады болысың”, “Бойы бұлғаң”, “Сабырсыз, арсыз, еріншек”, “Адасқанның алды жөн, арты соқпақ”, т.б) өткір, сыншы-сатирик ақын есебінде бой көрсетті. Абай қазақ жеріндегі теңсіздікті, тағы басқа қайшылықтарды түсіне білді. Оны өзінің бойындағы ақындық шабыттың бар күшімен жырлады. Бай мен кедейдің арасындағы тұрмыс қайшылығын, дәулет теңсіздігін көрді. «Өзінің “Күз”, “Қараша, желтоқсан мен сол бір екі ай” деген өлеңдерінде қазақ кедейлері мен байларының өмірін салыстыра бейнелеп, кедейлердің аянышты халін айқын суреттеді» [4].

Абай өлеңдеріндегі негізгі, елеулі әлеуметтік мәселелердің бірі – қазақ әйелдерінің жайы, қазақ жастарының махаббаты, еркіндік мәселесі. Махаббат, әйел теңдігі тақырыбы Абай өлеңдерінде кең қамтылып, жалпы

адамгершілік идеясымен қабысып келеді. Абай бұл мәселелерді көтеруде де өзінің жаңашыл, бұқарашыл ақын екенін көрсетті. Ол қазақ қыздарының теңсіздікте езіліп, сүйгеніне қосыла алмай келген ауыр халін көрді. Өзі бұған наразылық білдіріп, аянышты сезімге толы өлеңдерін шығарды.

Абайдың прозасы – қиял прозасы емес, өмір прозасы. Ол – объективтік шындықтың шешендік қорытындысы, ғылымға негізделген терең ой тебіреністері, адам мінезін бейнелейтін әсерлі әңгіме, деректі эссе, көркем публицистика, насихатшыл дидактика. Абай шығармаларының жаңа идеялық мазмұнын жаңашыл әдеби формада шебер жүзеге асырды. Автор ұлттық ауызша поэзия мен қазақ тілінің байлығын белсенді қолданды. Ол әдебиетке жаңашыл поэтикалық жанрларды енгізді, бұрын белгісіз әдістерді, формаларды қолданды. Абай шығармашылығынан ерекше орын алатын ендігі бір үлкен тақырып – оның ағартушылық идеясы. Абай – өнер-білім, тәлім-тәрбиеге ерекше көңіл аударған, ұлы ағартушы ақын. Абайдың табиғатты суреттеп жазған бір топ өлеңдері тек түр жағынан ғана емес, мазмұны жағынан да өзгеше. Ол өлеңдерінде ақын еліне, жеріне шексіз сүйсіне отырып, өмір шындығын кеңінен қамтып көрсетеді. “Желсіз түнде жарық ай”, “Қыс”, “Жаз”, т.б. өлеңдерінде жыл мезгілдерінің әрбір кезеңін қазақ аулының өмір тіршілігіне қабыстыра суреттейді.

Абайдың табиғат лирикаларының ішіндегі ең таңдаулыларының бірі – “Желсіз түнде жарық ай”.

Желсіз түнде жарық ай,  
Ауылдың жаны терең сай,  
Сәулесі суда дірілдеп.

Тасыған өзен күрілдеп,-деп басталатын өлеңі табиғаттың түнгі көрінісін, махаббаты жарасқан екі жастың тулаған жүректері мен жылы құшағын ұштастыра бейнелейді.

Абай лирикалары – алуан сырлы, мазмұнға бай, адам жанын тебіренерлік нәзік. Ақын лирикасы – нәзік сезімді толғауымен ғана емес, сонымен бірге, өзінің әлеуметтік рухымен де, терең ойлылығымен де, асқан суреттілігімен де жаңа мәнді реалистік шығармалар.

Абай А.С.Пушкин мен М.Ю.Лермонтовтың реалистік әдістерін жете меңгерген еді. Абай ақын М.Лермонтов сияқты өзі өмір сүрген қоғам озбырлығына батыл қарсы шыққан кекті ақын. Абайдың көптеген тамаша шығармалары М.Лермонтов шығармашылығындағы азаматтық әуенмен үндес. Мұндай шығармалардың қатарына оның: “Жүрегім нені сезесің”, “Менсінбеуші ем наданды”, “Сегіз аяқ”, “Не іздейсің көңілім, не іздейсің?”,

“Талай сөз бұдан бұрын көп айтқанмын”, “Жүрегім менің қырық жамау” т.б. өлеңдері жатады. Абай аудармасы арқылы Лермонтовтың “Тұтқындағы батыр”, “Ой”, “Альбомға”, “Қанжар”, “Дұға”, “Теректің сыйы”, “Шайтан”, “Асау той, тентек жиын, опыр-топыр”, “Вадим”, “Бородино” және басқа өлеңдері қазақ арасында тұңғыш тарады.

Абай - терең ойдың ақыны. Ол әрбір шығармасын жүрек тебіреніп тереңнен толғайды. Кеменгер ақын өлеңдерін сыдыртып оқып шығып, толық түсінік алдым деу қиын. Әрбір өлең жолдарының өзіне үңіле, ойлана оқу ғана дегенге жеткізеді. Оқыған сайын бұрын оқыған Абай сөздерінің жаңа сырын ашып отырасың. Шынын айтсақ, Абай – қазақ поэзиясында нағыз реалистік образ, шебер сурет, жаңа көрініс жасаған білімді, мәдениетті жазушылардың тұңғышы.

Абай суреттеген әзірейілдей қыс, жадыраған жаз бейнелері, күн-күйеу мен жер-қалыңдық, қалғыған тау, дел-сал дала, сыбдырлаған жапырақ, күлімдеген аспан, ойланған жер, ақ қардың үстінде түлкі алып жатқан бүркіт, т.б. нағыз реалистік әдебиетке тән шын өнерлік қасиет. Бұл тұстағы озық шығармалары оны сыншыл реализм өкілдері тобына қосты.

Абай өлеңдері – мазмұны мен түрі біріне-бірі сай, ең асыл сөзді поэзия. Ақын поэзиясы мазмұны жағынан қандай салмақты болса, түр жағынан да сондай көрікті. Абай өлеңінде артық сөз, орынсыз пікір кездеспейді. Бәрі де белгілі өлшемге сай, терең ойға құрылып, етек жеңі жинақы келеді.

Абай өлең теориясына қатысты бірнеше шығарма жазып, поэзияның мазмұны мен түріне ерекше көңіл бөлген. Өлеңнің көркемдік түрі мен мазмұнының бірдей тартымды шығуында екенін тереңінен ұғынды. Буын саны жағынан да Абай бұрынғы формаларды өңдеп, жетілдіре түсті. “Сегіз аяқ”, “Сен мені не етесің”, “Бай сейілді”, “Ақылбайға”, “Көзімнің қарасы”, “Бойы бұлғаң”, “Оспанға”, “Антпенен тарқайды”, “Ыстықтан, суықтан”, “Я, құдай, бере көр”, “Қатыны мен Масақбай”, “Мен сәулем жазамын”, “Болды да партия”, “Жалын мен оттан жаралып”, “Тайға міндік” және басқа өлеңдері шумағынан жағынан да, буын саны, бунақтары мен ырғақтары жағынан да мүлде жаңа түр, соны құбылыс.

Тайға міндік,

Үкі тақтық,

Тойға шаптық,

Күлкі бақтық,

Жақсы киім киініп.

Жоқ немеге сүйініп.

«Осы келтірілген шумақтар буын саны жағынан да соны (3, 4, 5, 6, 7 буын аралас), шумағы 3 жолдан келген жаңа түр. Абай 3, 4, 5, 6, 9 буынды, шалыс ұйқасты өлеңдер түрін мейлінше көп қолданды. Бұл түрлердің көбі – Абай енгізген жаңалықтар» [4].

### **Қорытынды**

Абай – XIX ғасыр ағартушыларының озық идеясын қазақ жеріне алғаш әкелуші, олардың тамаша шығармаларын өз халқы тіліне аударып, таратушы.

Абай ақыл- парасатты дәріптеп, ғылым мен ағарту идеяларын насихаттады. «Абай шығармалары тарихи-әлеуметтік тұрғыда кемшін соғатын қазақ қоғамы кеңістігіндегі түрлі нанымсыз уәждерге қарсы әлемдік уақыт асқақ мұраттарының үстемдік жүргізе алатынын өнер құдіреті арқылы дәлелдеп берді. Уақыт пен кеңістік түрлерінің адам жан дүниесімен тығыз тамырластығын көрсетті» [5]. Ғалымның тұжырымына көз жіберсек, ақынның қай туындысының да қоғамдағы орын алатын құбылыстардың жауабын айтатын, ақыл, өнеге, жол көрсететін бағдар шамы іспеттес. Тек әр адам осы асыл мұрадан сусындаған болса, өз өмірінің қажетті тұстарына бағыт етері сөзсіз. Абайдың философиялық ой-пікірінің әлеуметтік маңызы заман ағымына қарамастан, ұрпақтың бойына асыл қасиеттер мен құндылықтарды дарытатын асыл мұра. Сондықтан ақынның тек мерейтойы қарсаңында ғана емес, мектеп бағдарламаларына толықтай енгізіліп, оқулықтарда үнемі үзбей оқытылып отыруы маңызды. Ұрпақ тәрбиесінде өзінен - өзі сұранып тұрған баға жетпес асыл мұра екендігін айта аламыз.

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## МҰХТАР ӘУЕЗОВТЫҢ «АБАЙ ЖОЛЫ» РОМАН-ЭПОПЕЯСЫНДАҒЫ ЭТНОМЕДИЦИНАЛЫҚ ЛЕКСИКА: ҚЫЗМЕТІ МЕН АУДАРМАДА БЕРІЛУ ТӘСІЛДЕРІ

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**Түйіндеме.** Мақаланың мақсаты - романдағы халықтың медицина лексикасының қызметін анықтап, оның ағылшын және орыс тілдеріндегі аудармасының берілу тәсілдеріне салыстырмалы талдау жасау.

Тіл білімі маманы Қ. Ғабитханұлы американдық ғалым, лекикограф Уилфред Джон Фанктың «Word Origins and Their Romantic Stories» атты еңбегіне сүйене келіп, оның тіл мен мәдениет байланысы туралы айтқан мына бір үзіндісін келтіреді: «Тілдегі лексика құдды айна тәрізді, ол арқылы бір ұлттың өткен өмірімен танысуға болады». Сол сияқты халық медицина лексикасы ұлттың тарихымен, оның материалдық мәдениетінің дамуымен тікелей байланысты.

Жұмыс барысында Мұхтар Әуезовтың «Абай жолы» роман-эпопеясындағы халықтық медицинаға қатысты лексика жинақталып, анықталған медицинаға қатысты сөздер мен сөз тіркестеріне тарихи-этимологиялық және лексико-семантикалық талдау жасалды. Сонымен қатар, романдағы этномедициналық лексиканың қызметі қарастылырып, олардың ағылшын және орыс тілдеріндегі аударма нұсқаларын аудармашылық паралельдік салыстыру арқылы қолданылған аударылу тәсілдері мен аударма сәйкестіктері зерделенді.

Зерттеу нәтижесінде автор романында медициналық лексика халықтың діни-нанымдары мен әдеп-ғұрыптары байланысты емдеу түрлеріне (жел ұшық, үшкіру, дем алу, қасида оқу), адамның белгілі бір сәттегі психологиялық күйі-қалпын дәл беру үшін метафораланған медициналық лексиканың қолданғаны анықталды.

Романдағы халықтық медициналық лексиканы ағылшын және орыс тіліне аудару кезінде транслитерация, сипаттамалы аударма арқылы берілген.

**Кілт сөздер:** халықтық медицина лексикасы, метафора, этнолингвистика, рухани құндылық, аударма тәсілдері.

### **Автор туралы қысқаша мәлімет**

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## **Этномедицинская лексика в роман-эпопее Мухтара Ауэзова**

### **«Путь Абая»: функции и приемы перевода**

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**Аннотация.** Целью статьи является определение функций народной медицинской лексики в романе, сравнительный анализ способов передачи ее перевода на английском и русском языках.

Ученый К. Габитханулы приводит следующую цитату о связи и культуре из труда «Word Origins and Their Romantic Stories» американского ученого, лексикографа Фанка Джон Уилфреда: «Тілдегі лексика құдды айна тәрізді, ол арқылы бір ұлттың өткен өмірімен танысуға болады». Поэтому, мы можем сказать, что народная медицинская лексика напрямую связана с историей нации, развитием его материальной культуры.

В ходе работы была сформирована лексика по народной медицине в романе-эпопее Мухтара Ауэзова «Путь Абая», проведен историко-этимологический и лексико-семантический анализ слов и словосочетаний, выявленных медицинских слов и словосочетаний. Кроме того, была рассмотрена функция этномедицинской лексики в романе, изучены их переводческие приемы и соответствие перевода.

**Ключевые слова:** народная медицинская лексика, метафора, этнолингвистика, духовная ценность, переводческие приемы.

## **Functions of folk medical vocabulary in the novel of M. Auezov “Abai Zholy” (The path of Abai)**

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**Abstract.** The purpose of the article under study is to determine the functions of folk medical vocabulary in the novel, a comparative analysis of the ways of its translation in English and Russian.

Scientist K. Gabitkhanuly gives the following quote about the relationship of language and the culture from the work "Word Origins and Their Romantic Stories" of the American scholar, lexicographer Funk John Wilfred: «Vocabulary of language is like a mirror which reflects the life of ethnicity». Therefore, we can say that the folk medical vocabulary is directly related to the history of the nation, the development of material culture of any ethnicity.

**Keywords:** folk medical vocabulary, metaphor, ethnolinguistics, spiritual value, translation techniques.

### **Кіріспе**

Тарих шежіресіне назар аударсақ, Орта Азияның атақты дәрігерлері Әбу Насыр әл-Фараби, Әбу Әли ибн Сина медицина терминдерінің негізін қалыптастырды.

Қазақ тілі медицина лексикасының дамуына қазақ ағартушылары Ыбырай Алтынсарин, Абай Құнанбаев, Шоқан Уәлиханов өз шығармаларында қазақтың төл сөздері мен халық арасынынан жинап-терген медициналық лексиканы қолдана отырып, медицина терминологиясының дамуына зор үлес қосты.

Шоқан Уәлиханов кезінде қолжазбасында *желұшық, сынап, елті, балгер, жауырыншы, құмалақшы* сынды халық медицинасының сөздерін пайдаланған [1, 180 б.].

Қазақтың халық медицина лексикасын, жалпы медицина терминдерін зерттеуде ХХ ғасырдың соңына қарай тіл мамандарымен (Аяпбергенова К.) қоса, салалық мамандар (А. Алдашев, А. Рақышев, М. Ахметов) үлес қосты.

Зерттеуші З. Қожалымов «Халықтық шипагерліктің мәдени бастаулары және емдік дәстүрлері» (*Шипагерлік дәстүрі және философиясы*) атты ғылыми еңбегінде қазақ медицина лексикасы қолданыс аясының басталу кезеңін бұдан бес ғасыр бұрын шипагер Өтебойдақ Тілеуқабылұлының «Шипагерлік баян» атты еңбегіндегі медицина туралы тәжірибесі дәлелдейтіндігін жазады. Автор ғұлама шипагер «Шипагерлік баян» еңбегінде *сырқаттардың науқастық атаулық аталғылық шұбыртқысын* да, әр түрлі сырқаттардың пайда болатын негізіндегі *нақты анықтамасы, сырқаттаулық шұбыртқысы, қорасан, дуылдақ миль, шығулық, жазымдаулық, зәндемелік, сірескілер, ата – аналық айқасқы аласталғылар/ күдеулік, сасай және шашырандылар* тәрізді төл сөздердің қолданғандығы туралы баяндай отырып, бұл сөздерге қазіргі медицина терминдерінің ұғымдарын қоса береді [2, 8 б.].

### **Әдістеме**

Мұхтар Әуезовтың «Абай жолын» бүкіл дүние жүзі таныған, қазақ халқының тарихын, өмірін, салт-дәстүрін бейнелейтін, ұлы шығарма екені белгілі. М. Әуезовтың шығармалары негізінде Е. Жанпейсов қазақ тілінің этномәдени лексикасын (оның ішінде халықтық медицина лексикасы да



бар), бірлескен авторлар Абай шығармаларының тілін қамтитын сөздік жасап, ұлы тұлғаның халықтың мәдениетіне, әдебиетіне, ойы мен тіліне қосқан үлесін көрсетеді.

Мақаланың мақсаттарының бірі «Абай жолы» роман-эпопеясында кездесетін медицинаға қатысты лексика қарастырылып, оның көркем шығармадағы қызметін анықтауға бағытталды.

Жұмыс барысында Мұхтар Әуезовтың «Абай жолы» роман-эпопеясындағы халықтық медицинаға қатысты лексика жинақталып, анықталған медицинаға қатысты сөздер мен сөз тіркестеріне тарихи-этимологиялық және лексико-семантикалық талдау жасалды. Сонымен қатар, романдағы этномедициналық лексиканың қызметі қарастылырып, олардың ағылшын және орыс тілдеріндегі аударма нұсқаларын аудармашылық параллельдік салыстыру арқылы қолданылған аударылу тәсілдері мен аударма сәйкестіктері зерделенді.

### **Талқылау**

Тіл білімі маманы Қ. Ғабитханұлы американдық ғалым, лексикограф Уилфред Джон Фанктың «Word Origins and Their Romantic Stories» атты еңбегіне сүйене келіп, оның тіл мен мәдениет байланысы туралы айтқан мына бір үзіндісін келтіреді: «Тілдегі лексика құдды айна тәрізді, ол арқылы бір ұлттың өткен өмірімен танысуға болады» [3, 5 б.].

Этномедицина элементтері – халықтық ем-домдар, бақсы-балгерлер шаралары, емдік дәрі-дәрмек атаулары белгілі бір этностың тарихымен, оның материалдық мәдениетінің дамуымен тікелей байланысты болғандықтан мындаған жылдар ішінде ұрпақтан ұрпаққа ауызша беріліп, халық арасында таралып келген. Олардың ішінде ұлттың тарихы, мәдениеті, салт-дәстүрімен байланысты аздаған мәліметтері ғана әдеби шығармалар мен этнографиялық еңбектерде кездестіруге болады.

Шығармада қазақ халқының материалдық және рухани құндылықтарын қамтитын лексиканың ішінде этномедицина лексикасын да кездестіруге болады. Зерделенген сөздер мен сөз тіркестердің ішінде жалпы қолданыстағы (мүкіс, соқыр, көк тамыр, ауру, лоқсу, запыран, зэр, аш өзек, індет, іш ауру, оба) және халықтың діни-нанымдары мен әдеп-ғұрыптары байланысты емдеу түрлеріне (іш құста болу, ұшықтау, үшкіру, қоспа, ішірткі жазу, құшынаш, бақсы, балгер, қойдың өкпесімен қағу) қолданылған.

Бірінші кітаптың «Қайтқанда» атты тарауында оқудан келген жас Абайдың ел ішіндегі әділетсіздікті, заңсыздықты көріп, ауыр жағдайға соғады, қамығады. Оны автор былай береді:

1-мысал

*-Немене, қарағым? Ұшындың ба, әлде,-деп, бірдеңе білгісі келіп еді, Ұлжан: -Ұшынған зой, тимейік. Жатып ұйықтап тұрсын,-деп, малшы қатын Қатшаны шақырып ап. [4, 47 б.]*

2-мысал

*Алғашқы күндер біреу «ұшынған» деп, біреу «соқпа» деп, тағы біреу «сүзек» деп, әр түрлі топшылағанмен, дәл басқан ешкім жоқ. [4, 50 б.]*

Бұл екі мысалдағы *ұшыну* немесе *ұшығу* сөзі медицина саласының ғалымы А. Алдашевтың еңбегі бойынша халық емшілерінің таза сақталмаған асқа жын-шайтан қонып, адам науқастанады деген сенімі бойынша пайда болған [5, 23 б.]. Екінші бір деректе *ұшық* пен *ұшыну* түрлі қаскөй зиянкестердің тамақты арамдап кетуінен болады [6, 47 б.].

Жұрттың құлағы мүкіс әжесі өзіне айтылған әзілінен кейін Абайдың көңілі түспесін деген оймен, құлағына ем салса, сауығатындай кейіп танытқанын суреттеу үшін М. Әуезов халық емінің келесідей түрін қолданады:

*-Үшкірсе, кейде ашылып қалады. Үшкірген жағады, - деді. [4, 22 б.]*

*Үшкіру* халықтың діни нанымынан пайда болған, құран сөзін немесе аятты айту арқылы емшілердің, тәуіптердің ұшынған адамды емдеу тәсілі.

*«Үшкіру, ішірткі жазу, қасида оқу» молдалықтың ел үйренген дағдысы екені рас. [4, 22 б.]*. Автор халықтық медициналық сөздер атау қызметін атқарып, ел арасында сырқаттың кеселіне ем болатындығына үміт артатындығы, алайда Абайдың көңіліне қонбайтындығын меңзейді.

Жоғарыдағы талданған халықтың діни-нанымдары мен әдеп-ғұрыптары байланысты емдеу түрлеріне қатысты лексика адамның белгілі бір сәттегі психологиялық күйі-қалпын дәл беру немесе номинациялық қызметін атқаратындығын айтуға болады.

Енді романдағы этномедициналық лексиканың ағылшын және орыс тілдеріндегі аударма нұсқаларын аудармашылық параллельдік салыстыру арқылы қолданылған аударылу тәсілдері мен аударма сәйкестіктері қарастыралық.

Қай тілде болмасын медициналық лексиканың, нақты айтқанда терминдердің лексикалық-семантикалық дублеттері және диалекттердің болуы экстралингвистикалық, әдет-ғұрпы мен мәдениетімен байланысты.

Ағылшын немесе орыс тілтанымында жоқ медициналық лексика қазақ халқының көне заманнан өз емдеу іс-шараларының немесе медицинасының болғанын көрсетеді. Аталған тілдік – мәдениетаралық ерекшеліктер реалий сөздер деп аталатындығы белгілі.

Реалия – сөздердің анықтамасы мен түрлеріне қатысты болгар ғалымдарының С. Влахов және С. Флорин бірнеше (баламасыз лексика, экзотизм, варваризм, алиенизм, фондық лексика, этнографизм, локализм, лакуна) жағдайды талдай келе, келесі тұжырым келеді: «это слова (и словосочетания), называющие объекты, характерные для жизни (быта, культуры, социального и исторического развития) одного народа и чуждые другому, будучи носителями национального и/или исторического колорита, они, как правило, не имеют точных соответствий (эквивалентов) в других языках, и, следовательно, не поддаются переводу на общем основании, требуя особого подхода» [7, 47 б.].

Сондықтан аудармашыға тілді жетік білу жеткіліксіз. Бір тілден екінші тілге аударма жасау барысында басты мән берілетіні – аялық білім. Ол тарихи-мәдени, әлеуметтік-мәдени, этникалық-мәдени, семиотикалық фондарды қамтиды. Этникалық мәліметтердің тілде қолданылуы, басқа тілге аударылуы кезінде бұлжымай орындалатын өзіндік ережелері болады. Аудармашы осындай аялық білімді терең меңгергенде, оның жұмысы көңілге қонымды, оқуға түсінікті болады. Сол себепті халқымыздың әртүрлі салт-дәстүрлеріне қатысты мәліметтерді зерттеп-зерделеп отыру да аудармашының біліктілігін арттыратын тәсілдердің бірі.

Аялық білімді құрайтын реалий-сөздерді бір тілден екінші тілге аударудың тәсілдері қандай деген сұраққа келетін болсақ, тағы да жоғарыдағы болгар ғалымдарына сүйене отырып, реалияларды аударуда кездесетін негізгі 2 қиындықты атап көрсететінін атап өтейік: 1) бір тілде бар объекті атауының екінші тілде (ұқсастығының, баламасының) болмауы; 2) реалияның семантикасымен қатар колоритін (коннотациясын) беру қажеттігі. Алайда, «аударылмайтын сөз жоқ». Сондықтан аудармашы өзінің жалпы теориялық біліміне, аялық біліміне, тәжірибесіне, ішкі түйсігіне сүйеніп және сөздің контекстуалдық жағдайына қарай, реалияларды аударудың тиімді тәсілдерін аудармашы өзі таңдауы тиіс.

С. Влахов және С. Флорин транскрипция және аударма (ауыстыру) тәсілдерін ұсынады.

Аударма (ауыстыру) тәсілін 3 топқа бөледі:

1 Неологизм жасау: калькалау, жартылай калькалау, адаптациялау, семантикалық неологизм;

2 Жуық аударма: тектік-түрлік сәйкестік арқылы, функционалдық ұқсастық, сипаттау, түсіндіру, анықтамасын беру.

3 Контекстуалды аударма

Мақалада Мұхтар Әуезовтың «Абай жолын» романының А. Кимнің орыс тіліндегі және Л. Наврозовтың ағылшын тіліндегі аудармаларындағы халықтық медициналық лексикасының берілуін салыстырып, талдап көрелік:

*Түпнұсқа:*

– Сорлы бала қыста *іш құста* болып қалған-ау, – деседі. [4, 15 б.]

*Орыс тілінде:*

– Апырай! Как же парнишка торопится в аул!

– Видать, за зиму *изголодала до костей тоска* по дому. [8, 3 б.]

*Ағылшын тілінде:*

Poor boy! He must have been *dying from boredom* in that madrassah all winter! [9, 17 б.]

*Іш құста болу* немесе *іш құса болу* қазақ тілінде адамның психикалық күйін білдіретін соматикалық фразеологизм, яғни уайымдау, қайғылану. Орыс тіліне метафоралық аударма арқылы жасалған. Ағылшын тіліндегі нұсқасында аудармашы *to die of boredom* идиомасы арқылы бейнелік мағынасы арқылы семантикалық аудармамен берген.

*Түпнұсқа:*

-*Үшкірсе*, мына балаң *молда* болып келді ғой. *Үшкірт* балаңа, - деп Айғыз күлді. [4, 22 б.]

*Орыс тілінде:*

– А почему бы нам не попробовать? – весело поддержала старшую мать красавица Айгыз. – Вот, внук пусть и *подует*. Ведь Абай вернулся к нам почти что *муллой!* [8, 19 б.]

*Ағылшын тілінде:*

“That’s good,” laughed Aigiz, “your grandson is already a mullah; let him *blow* if it helps!” [9, 30 б.]

*Үшкірсе-үшкіру* халықтық медициналық сөзінің орыс тіліндегі аудармасын баламалау арқылы *подуть-үрлеу* жәй етістігімен тәржімалаған. Алайда, семантикалық жағынан халық емінің сыры аса түсіндірілмегендей көрінеді.

Ағылшын тіліндегі нұсқасы да орыс тілінен калькаланып, *to blow* мағыналы етістігімен аударылған.

*Түпнұсқа:*

Ұшады бозша торғай көдені ықтап,

Басасың аяғыңды нықтап-нықтап,

Кәрі әжем естімейді, нана берсін,

Берейін өлеңіммен шын *ұшықтап...*- деп келіп, тағы да «*су-ф-ф!*» деп қойды. [4, 23 б.] *Орыс тілінде:*

Как пташка к югу стремится полёт,

Так ты слышишь, прекрасная, вперед...

Не слышит бабушка – пусть с верой ждёт:

*Я излечу* ее моим стихом!

Когда он закончил и снова шумно выдохнул бабке в ухо: «*суф-ф-ф!*» [8, 21 б.]

*Ағылшын тілінде:*

But tarry a while, why hurry away

Like a bird on the wing to the south on its way?

And Granny can't hear a word that I say-

But stilt she is waiting for me to pray!

“*Su-uff*” he *blew into* her ear again [9, 31 б.]

Түпнұсқадағы *ұшықтап-ұшықтау* реалий сөзін А. Ким орыс тіліне *лечить* етістігінің арқылы аурудан толық айығу мағынасын *излечить* нұсқасымен контекстуалдық аударма жасаған. Мұндағы *из* қосымшасы бірнәрсені соңына дейін жеткізу іс-қимылын білдіреді. Сонымен қоса, бір жол өлеңнің адекватты аудармасы да берілген.

Ағылшын тіліндегі аудармасы өлеңнің әдеби адекватты аудармасы сақталғанымен *ұшықтап* лексикасы түсіп қалған. Бірақ *blew into* етістігімен және “*Su-uff*” магиялық еліктеу элементінің транслитерациясы оның орнын компенсациялап тұрғандай.

### **Қорытынды**

Сонымен, жоғарыдағы талқылаған мысалдардан Мұхтар Әуезовтың «Абай жолын» романының ағылшын және орыс тілдеріндегі нұсқаларын

аудармашылар Л. Наврозов пен А. Ким шығарманың адекватты тәржімасын беруге тырысқанымен онда қолданған қазақ халқының медицинасына қатысты лексика немесе реалий сөздерді беруде кезінде транслитерация, семантикалық аударма, калька және компенсация тәсілдері пайдаланылған. Сонымен қатар, ағылшын тіліндегі аударма тікелей түпнұсқадан емес, жанама, яғни орыс тілінен аударылғанын автордың өзі де атап кетеді. Бұл құбылыс, әрине, түпнұсқада берілген ақпараттан біршама алшақ қалатынын атап өтуге болады.

### **АЛҒЫС**

Мақала дайындау барысында мақаланың стиліне назар аударуға және кейбір деректерді анықтауға қол үшін берген ғылыми жетекшім филология ғылымдарының докторы Г.А. Муратоваға алғысымды білдіремін

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## ҚАЗАҚ ТІЛІНДЕГІ ФУНКЦИОНАЛДЫ СТИЛЬДЕРДІҢ ЗЕРТТЕЛУІ

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**Түйіндеме.** Мақалада *функционалды стиль* терминіне ғылыми зерттеулер нәтижесінде шыққан анықтамалар, тұжырымдар ұсынылады. Қазақ тіл біліміндегі ғылыми зерттеулердің нысанына айналған функционалды стильдердің зерттелуіне, жіктелуіне, топтастырылуына, қалыптасуына, дамуына ғылыми шолу жасалып, ерекшеліктері көрсетіліп, тұжырымдар жасалынады. Функционалды стильдердің көптеген мәселелері зерттеу нысанына алынып, стильдік ерекшеліктері ескеріледі. Қазан төңкерісіне дейінгі баспасөз тілін, кеңес дәуіріндегі баспасөз тілін, қазіргі кезеңдегі баспасөздің, радио-теледидар тілін, қазақ ауызекі сөйлеу тілін, ресми тілін, ғылыми тілін, көркем әдебиет тілін жан-жақты зерттеп, түрлі аспектіден қараған ғалымдар тобы жүйеленіп ұсынылады.

**Кілт сөздер:** стилистика, стиль, функционалды стиль, ғылыми стиль, ресми стиль, ресми іс-қағаздар стилі, публицистикалық стиль, көркем әдебиет стилі, ауызекі сөйлеу стилі, әдеби тіл.

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## **Изучение функциональных стилей казахского языка**

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**Аннотация.** В статье представлены определения и выводы научных исследований о термине *функциональный стиль*. Проведен научный обзор изучения, классификации, группировки, формирования, развития функциональных стилей, которые стали объектом научных исследований в казахском языкознании, обозначены особенности и сделаны выводы. Изучаются многие вопросы функциональных стилей, учитываются стилистические особенности. Рассматривается язык печати до Октябрьской революции, язык советской прессы, язык современной прессы, радио и телевидения, разговорный казахский язык, официальный язык, научный язык. Систематически представлены исследования группы ученых, которые подробно изучили данные функциональные стили языка.

**Ключевые слова:** стилистика, стиль, функциональный стиль, научный стиль, официальный стиль, публицистический стиль, художественный стиль, литературный язык.

## **Functional styles of Kazakh language**

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**Abstract.** The article presents the definitions and results of scientific research regarding the term *functional style*. A scientific literature review of the functional styles was conducted. Classification, grouping, development of functional styles in Kazakh linguistics is described, features are indicated and conclusions are drawn. Many issues of functional styles are studied, stylistic features are taken into account. The language of the press before the October Revolution, the language of the Soviet press, the language of the modern press, radio and television, the spoken Kazakh language, the official language, and the scientific language are considered. The studies of a group of scientists who have studied these functional styles of language in detail are systematically presented.

**Keywords:** stylistics, style, functional style, scientific style, official style, journalism style, academic style, literary language.

### **Кіріспе**

Қазақ тіл біліміндегі ғылыми зерттеулердің нысанына айналған функционалды стильдердің зерттелуіне, жіктелуіне, топтастырылуына ғылыми шолу жасалып, ерекшеліктері көрсетіліп, тұжырымдар жасалады.



**Зерттеуде пайдаланылған негізгі әдістер:** сипаттама, жүйелеу, талдау, жинақтау, жалпылау, салыстыру.

### **Негізгі бөлім**

Функционалды стильдер – стилистика ғылымының негізгі категориясы. Функционалды стильдер тілдің қолданысымен, қызмет ету ерекшеліктерімен тікелей байланысты, шынайы қарым-қатынаста, сөйлеуде, мәтінде көрінеді. В.В. Виноградов функционалды стиль жөніндегі ой-пікірін былайша тұжырымдайды: «Стиль – бұл жалпыхалықтық, жалпыұлттық тілдің белгілі бір саласында қарым-қатынас құралдарының сұрыпталып тіркесуі, қолдану тәсілдерінің қоғамдық тұрғыдан қабылданған, функционалдық тұрғыдан шартталған, іштей біріккен жиынтығы. Ол басқа мақсатқа қызмет ететін, басқалай қызмет атқаратын өзі сияқты бейнелеу тәсілдерімен бір қатарда тұрады» [ 1, 73 б.].

Функционалды стиль термині – орыс тіл білімі ғалымдарының танымынан туындап, қалыптасқан ғылыми атау. Лингвистикада функционалды стиль мәселелерімен айналысқан ғалымдар В. Виноградов, Г. Винокур, Л. Щерба, Р. Будагов, М. Кожина «функционалды стильді – тарихи және әлеуметтік категория» ретінде түсіндіреді. Функционалды стиль тілдің әр түрлі қызметімен (функциясымен) тікелей байланыста болатындығы атап көрсетіледі, сонымен қатар стиль тілдің қандай мақсатта, кімге арнап жұмсалатындығына қатысты құбылыс болғандықтан, оның қызметтік сипатының маңызы зор екені айқындалады. Зерттеушілер тілдің қызметінің түрлерін былайша көрсетеді. А.А.Леонтьевтің пікірі бойынша, 1) қарым-қатынас жасау қызметі (коммуникативтік), 2) ойлау құралы ретіндегі қызметі, 3) адамзаттың әлеуметтік тарихи тәжірибесін меңгеру құралы ретіндегі қызметі, 4) ұлттық мәдени саладағы қызметі, 5) таным құралы қызметі деп бөледі; В.А.Аврорин тіл: 1) қатынас құралы (коммуникативтік), 2) ойды білдіру (экспрессивтік), 3) ойды қалыптастыру (конструктивтік), 4) тәжірибе мен білім жинау (аккумулятивтік) қызметтерін атқарады деп есептейді. Ал В.В.Виноградов тілдің қызмет ету сипатын қарым-қатынас қызметі, хабарлау қызметі, әсер ету қызметі деп үшке бөледі. Тілдің әлеуметтік қызметіне функционалды стильдердің әсері бар екені белгілі. Демек, функционалды стильдердің пайда болып, қалыптасуына тілдің әлеуметтік қызмет өрісі, яғни экстралингвистикалық факторлар тікелей ықпалын тигізеді. Қазақ тіл білімінде функционалды стиль терминінің мәні мен маңызын айқындап, өзіндік ерекшеліктерін

талдап ұсынуда көрнекті ғалымдар М. Балақаев, М.Томанов, Б. Манасбаев, Е. Жанпейісов, С. Исаев, Р. Сыздық, М. Серғалиевтардың ой-пікірлерінің, тұжырымдарының маңызы зор. Ғалым Р. Сыздық «Сөз құдіреті» атты еңбегінде «функционалды стиль» терминіне қазақша атау ұсынып, өзіндік пайымдауларын тілдік деректер негізінде орынды дәлелдейді. «Қызметтік стиль» дегеніміз – «функциональный стиль» сөзінің дәлме-дәл аудармасы болмақ, бұл жердегі «функция» сөзінің мағынасы «қызмет» дегеннен гөрі, «мақсат, арнау» ұғымдарына саятынын ескерсек, «мақсаттық стиль» деген нұсқасы ұтымды балама болатынын алға тартады [2, 217б.]. «Функционалды» деген терминді қазақшалап «мақсатты» деп, «функционалды стильді» мақсатты стиль деп атауды ұсынады. Академик терминдердің көпшілікке түсінікті, тілге жатық болуын көздеп, ана тіліміздің ішкі мүмкіншіліктерін қолданып жасалынған балама атаулардың ғылым саласы үшін аса қажеттілігін баса айтады.

Қазақ тіл білімінде стилистика саласы бойынша тұңғыш ғылыми зерттеу жұмысын жүргізген ғалымдарымыз М. Балақаев, Е. Жанпейісов, М.Томанов, Б. Манасбаевтардың еңбегі зор. Зерттеушілердің «Қазақ тілінің стилистикасы» атты тұңғыш еңбегінде «сөйлеу стилі және кітаби-жазба стильдер» деп қолданылады. Бұлай «кітаби-жазба стильдер» деп аталуы, біріншіден, олардың «шығу тегі», қалыптасу негізін көрсетсе, екіншіден, ол стильдердің кітабилығын аңғартады. Ал кітабилық стильдік белгі орыс тілі стилистикасы туралы жазылған еңбектерде «функционалды стильдер» делініп жүр. Мұнда «функционалды» сөзі стильдердің қай салада қандай қызмет атқаратынын аңғартады; сондай-ақ орыс тілінде «стильдер жүйесі», «әдеби тіл стильдері» деген терминдер де қолданылады [3, 19-27 б.].

А. Салқынбай мен Е. Абақанның «Лингвистикалық түсіндірме сөздігінде» функционалды стильге мынадай анықтама берілген: Функционалды стиль – әдеби тілдің бір түрі. Тілдің әртүрлі қызметімен байланысты болады. Оның дамуына тілден тыс жатқан факторлар әсерін тигізеді. Бұлардан басқа сөздің авторы адресат (тыңдаушы адам, аудитория), хабардың тақырыбы, сөйлеудің мақсаты және т.б. өз әсерін тигізеді. Қазіргі әдеби тілде: күнделікті – әдеби, саяси-техникалық, ресми-іскерлік және ғылыми функционалды стильдер ерекшеленеді. Бірақ әр стильдің орны әр тілде өзгеше болады. Барлық тілдерде негізгі орында күнделікті әдеби стиль тұрады, бұл әдеби тілдің «бейтарап» түрі болып есептеледі [ 4, 266 б.].

Ғалымдар арасында функционалды стиль ұғымы туралы екі түрлі көзқарас бар: біріншісі, функционалды стильдер әдеби тілдің түрлері; екіншісі, функционалды стильдер – тілдесімдік құбылыс, яғни тілдесім стильдері. Екінші көзқарас доминанттық көзқарас, сондықтан бұл пікір басым көпшілік ізденістердің ғылыми негізі болып табылады. А.Байтұрсынұлы функционалды стиль ұғымын *тілдік және тілдесім* деп түсінген, ғалымның пайымдауынша функционалды стиль – «сөйлеудің» бір түрі [5, 12 б.].

Жалпы алғанда, функционалды стильдің үш негізгі белгісін атап көрсетуге болады. Олар: 1) қоғамдық өмірдің белгілі бір саласын бейнелейді, олардың өзіндік қолданыс аясы, өз тақырыбы бар; 2) қарым-қатынастың белгілі бір жағдайын көрсетеді – ресми, бейресми т.б; 3) өзіндік ұстанған бағыты, тілінің негізгі мақсат-міндеті бар [6, 93 б.].

«Тілдегі стильдердің дамып жіктелуі белгілі бір жанрдың пайда болуымен байланысты. Сондықтан әдеби тілдің стильдерін таптастыруда ең алдымен жанрлық принципті негізге алу қажет» [7, 15 б.]. Ал жанрдың пайда болуы, жазба әдеби тілдің даму қалпын көрсетеді. Жазба тілдің жетіле түсуі ғылым мен техника, әдебиет пен өнер салаларының дамуына байланысты. Ғылым мен мәдениет салаларының дамуы жаңа жанрлардың пайда болуына ықпал жасайды. Ол жанрға сай тілімізде жаңа стиль қалыптасады. Кейінгі жылдары қазақ тілінің тек грамматикалық құрылысы жетіліп, лексикасы молығып қана қоймайды, сонымен бірге қазақ әдеби тілінің стильдер жүйесі, функционалды стильдері де дамып жатыр.

Зерттеушілер әдеби тілдің стильдік тарамдалуына жанр принципін негіз етеді. Соған орай көркем әдебиет жанрына көркем әдебиет стилі, тағы сол сияқты әр жанрға әр стиль сай келмек. Тілдің функционалдық стиль дегеніміз, жоғарыда көрсетілгендей, әдебиеттің белгілі бір жанрына немесе әлеуметтік іс-әрекеттің белгілі бір саласына сәйкестендіріліп қалыптасқан тұлға-тәсілдер жүйесі, семантикасы мен экспрессиясы жағынан біршама тұйықталған (әр стильге қарай іріктелген) тілдік құралдар тобы.

Демек, тілдің функционалдық стильдері – ең алдымен оның әдебиет жанрына қарай ажыратылған тарамдары. Стиль туралы сөз қозғалғанда, тілдің барлық элементтерін қамтуға тура келеді: «Стиль ойды білдіру құралдарының жүйесі ретінде, тіл құрылымының барлық элементтерін: дыбыстарды да, грамматикалық тұлғаларды да, сөз қазынасын да, фразеологиялық тіркестерді де және осы салалардың композициялық-синтаксистік жағынан құрылу тәсілдерін де қамтиды» [8, 230 б.].

Қазақ тілінің осы күнгі стильдік тарамдалуының басы XIX ғасырдың II жартысына тура келеді. Бұл тұста қазақ тілінде мерзімді баспасөз пайда болды, соған орай әдебиеттің қоғамдық-публицистикалық жанрының іргетасы қалана бастады. Бұл жанр қазақша публицистикалық стильдің алғашқы үлгілерін туғызды. Өткен ғасырдың соңғы онжылдығынан бастап, қазақ тілінде көпшілікке арналған жартылай ғылыми әдебиет жанры жанданды. Бұл стильдің едәуір етек жая бастаған тұсы – XX ғасырдың басы, ал нағыз өркендеген, айқындалған дәуірі – қазіргі кезең.

Сондай-ақ көркем әдебиет стилинің де проза жанрын қамтып, әлдеқайда дами түсуі XIX ғасырдың орта тұсынан басталады. Бұған Ыбырай мен Абай шығармалары үлкен себепші болды. XX ғасырдың басы – қазақ көркем әдеби стилинің бірсыпыра күшейген, өз ішінен тарамдалған тұсы. Осы кезеңде проза, драматургия жанрларына сай белгілер пайда болып, әрі қарай дамыды, стильдер жігі айқындала түсті. Сөйтіп, XIX ғасырдың II жартысында қазақтың ұлттық әдеби тілінің мынадай функционалды стильдері болды: көркем әдебиет стилі, публицистикалық стиль, жартылай ғылыми стиль, ресми іс-қағаздары стилі, эпистолярлық стиль [9, 26 б.].

Қазақ зерттеушілері стиль түрлеріне ажыратуда да орыс ғалымдарының: функционалды стильдердің қалыптасуы мен даму заңдылықтарын зерттеудің негізгі көзі тілдің қолданысы болып табылады, бұл қолданыстар белгілі бір жанрға тән болып келеді немесе «жанрға қатысты бөлінген стильдер айқынырақ танылады» деген тұжырымдарын басшылыққа алып, қазақ тілінің функционалды стильдерін жанрлық негізде саралайды: көркем әдебиет үлгілері көркем әдебиет стилін, публицистикалық әдебиет жанры публицистикалық стильді, ресми іс қағаздар мен кеңсе тілінің стилі, ғылыми-техникалық әдебиет стилі деп жіктейді.

Қазақ тіл білімінде функционалды стильдерді жіктеудің біршама қалыпқа түскен, оқулықтарға ұсынылған дәстүрлі үлгісі бар. Олар публицистикалық, ресми-іс қағаздар, ғылыми және көркем әдебиет стильдері. Бұл – «Прага мектебі» ғалымдары мен Ш. Баллиден келе жатқан классификация, оны Л.В. Щерба мен акад. В.В. Виноградов бастаған бірқатар орыс тіл мамандарының қолдағаны белгілі. Сонымен, функционалды стильдерді жіктеуде де қазақ зерттеушілері орыс тіл біліміне сүйенгені анық көрінеді.

Ғалым А. Байтұрсынұлы ұсынған функционалды стиль мәтіндері төртеу – ғылыми стиль мәтіндері, публицистикалық стиль мәтіндері, ресми стиль мәтіндері, көркем әдебиет стиль мәтіндері [ 5, 12 б.].

Кейбір зерттеуші ғалымдар функционалды стильдердің құрамына көркем әдебиет стилін қоспайды. Мәселен, «Развитие функциональных стилей современного русского языка» (М., 1968) деген жинақта көркем әдебиет тілі функционалдық стиль қатарында сөз етілмейді. В.Д. Левин, В.П. Мурат секілді зерттеушілер көркем әдебиетті функционалды стиль үлгісі деп танымайды. Ал көптеген ғалымдар (В.В. Виноградов, Р.А.Будагов, Л.В. Щерба, А.И. Ефимов, Р.И. Гальперин, А.Н. Гвоздев, В.Г.Адмони, Е.М. Галкина-Федорук, М.Н. Кожина т.б.) көркем әдебиет үлгілерін өз алдына функционалды стиль түріне жатқызады.

Зерттеушілерден В.В.Виноградовтың классификациясы көңілге қонымды. Ғалым тілдің қолданыстағы мақсатты бөлінісін күнделікті тұрмыстағы сөйлеу стилі (ол қарым-қатынас жасау қызметін өтейді), іс қағаздар, ресми құжаттар және ғылыми еңбектер стилі (ол хабарлау қызметін атқарады), публицистикалық стиль және көркем беллитристикалық стиль (ол әсер ету қызметін өтейді) деп қарастырады.

Сонымен, көркем әдебиет стилі, публицистикалық және ғылыми стильдер, ресми-іс қағаздары стильдері, ауызша сөйлеу стилі деген дәстүрлі классификация шығады.

Профессор Б. Шалабай: «Қазіргі кезде стилистика ғылымында әдеби тілдің бес функционалды стилі белгілі. Олар ғылыми, ресми, публицистикалық, көркем әдебиет және ауызша сөйлеу стильдері. Олардың өздері қатынас жасаудың нақтылы жағдай, міндеттеріне т.б. байланысты тағы ұсақ түрлерге жіктеледі. Оның үстіне функционалды стиль араласып та келе береді. Функционалды стильдердің әр түрінің элементтері қабаттаса қолданылып, көп қабатты стильдік құбылыстар пайда болады. Бұл жағдайда стильдердің өзара нәтижесінде және олардың өз ішінде бөлінісі себепті жасалады. Сөйтіп, тілде функционалды стильдік және стильшілік жіктеліс өте күрделі, сан тармақты болып келеді» – дейді [10, 73-74 б.]. Ғалымның пайымдауынан функционалды стильдердің тілдік ерекшеліктері қабаттасып та, араласып та келетіні, өзара жіктеуі күрделі болатыны айқындалады.

Жалпы алғанда, функционалды стильдің үш негізгі белгісін атап көрсетуге болады. Олар: 1) қоғамдық өмірдің белгілі бір саласын бейнелейді, олардың өзіндік қолданыс аясы, өз тақырыбы бар; 2) қарым-

қатынастың белгілі бір жағдайын көрсетеді – ресми, бейресми т.б; 3) өзіндік ұстанған бағыты, тілінің негізгі мақсат-міндеті бар. Әрбір функционалды стиль жалпы әдеби нормада пайдаланудағы өзіндік ерекшелігі бар түрлі жанрдағы шығармаларды қосып алады.

«Қазақ тілінің орфографиялық анықтағышы» атты еңбекте функционалды стильді мынадай жүйеде ұсынған: «Қоғамдағы әр түрлі қарым-қатынасты жүзеге асырудың құралы ретінде қызмет ете келіп, тіл белгілі салаға бейімделе түседі. Осы саладағы қарым-қатынас әдеби тілдің бес түрлі стильдік тармақтары арқылы жүзеге асады. Олар: ғылым, білім, оқу-ағарту саласы – ғылыми стил; құқықтық сала, заңнама – ресми стиль; көркем өнер саласы – көркем әдебиет стилі; қоғамдық – саяси сала – публицистикалық стиль; тұрмыстық қатынас саласы – сөйлеу тілі стилі» екендігі көрсетілген [11, 5 б.].

### **Қорытынды**

Қорытындылай келе, қазақ тіліндегі функционалды стильдердің көптеген мәселелері зерттеу нысанына алынып, ғылыми тұрғыдан қарастырылып, жан-жақты зерттеліп, бірқатар еңбектермен толығуда. Функционалды стильдердің жанрлық ерекшеліктеріне қарай жүргізілген зерттеулер жүйеленіп ұсынылды.

– қазан төңкерісіне дейінгі баспасөз тілін (Б.Әбілқасымов); кеңес дәуіріндегі баспасөз тілін (С.Исаев); қазіргі кезеңдегі баспасөздің, радиотеледидар тілін (О.Бүркітов, А.Алдашева, Б.Момынова, А.Жұмағұлова, Н.Уәли, Г.Машинбаева, Д.Ғаббасова, Д.Бисмильдина, т.б.);

– қазақ ауызекі сөйлеу тілін (Р.Әміров, З.Ерназарова, т.б.);

– ресми тілді (Р.Сыздық, Н.Ерғазиева, А.Алдашева, З.Ахметжанова, Қ.Қадашева, Э.Сүлейменова, С.Ережепова, Л.Дүйсембекова, Б.Әбілмәжінова, А.Дуанбекова, т.б.);

– ғылыми тілді (А.Байтұрсынұлы, Ә.Қайдар, Ө.Айтбайұлы, Р.Сыздық, Ш.Құрманбайұлы, Ш.Біләлов, С.Әлісжанов, Ш.Мәжітаева, Ж.Амирова, Ж.Құрмамбаева, т.б.);

– көркем әдебиет тілін (А.Байтұрсынұлы, М.Балақаев, Р.Сыздық, Е.Жанпейісов, М.Серғалиев, Б.Шалабай, Х.Кәрімов, Н.Уәли, Г.Әзімжанова, Г.Мұратова, Г.Смағұлова, т.б.) ғалымдарымыз функционалды стильдердің стильдік ерекшеліктеріне қарай жан-жақты әрі терең ғылыми зерттеулер жүргізілгені дәлелденді.

Қазақ тіліндегі функционалды стильдерді зерттеген ғалымдардың тұжырымдары мен зерттеулері негізінде қазақ әдеби тіліндегі

функционалды стильдер ресми іс-қағаздар стилі, публицистикалық стиль, ғылыми стиль, көркем әдебиет стилі және ауызекі сөйлеу стилі деп топтастырылды.

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