



ӘЛ-ФАРАБИ атындағы
ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ФИЛОЛОГИЯ ЖӘНЕ
ӘЛЕМ ТІЛДЕРІ ФАКУЛЬТЕТІ



Көрнекті әдебиетші ғалым, ұстаз,
филология ғылымдарының докторы, профессор **ЖАНҒАРА ДӘДЕБАЕВТЫҢ**
70 жылдығына арналған «**XXI ҒАСЫРДАҒЫ ФИЛОЛОГИЯ ҒЫЛЫМДАРЫ:
ҰЛТТЫҚ КОД ЖӘНЕ КӨРКЕМДІК ТАНЫМ**» атты
Халықаралық ғылыми-әдістемелік конференция
МАТЕРИАЛДАРЫ

Алматы, 23 қараша 2018 жыл

МАТЕРИАЛЫ

Международной научно-методической конференции
«**ФИЛОЛОГИЧЕСКИЕ НАУКИ XXI ВЕКА:
НАЦИОНАЛЬНЫЙ КОД И ХУДОЖЕСТВЕННОЕ ПОЗНАНИЕ**»,
посвященной 70-летию выдающегося
литературоведа, доктора филологических наук, профессора
ЖАНГАРЫ ДАДЕБАЕВА

Алматы, 23 ноября 2018 года

MATERIALS

of the International Scientific and Methodical Conference
“**PHILOLOGICAL SCIENCES OF THE XXI CENTURY:
NATIONAL CODE AND ARTISTIC COGNITION**”
dedicated to the 70th anniversary of the outstanding literary critic,
doctor of philological sciences, professor
ZHANGARA DADEBAYEV

Almaty, November, 23, 2018

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Д. Мұсаалы, Ж. Жақыпова

Көрнекті әдебиеттанушы, филология ғылымдарының докторы, профессор, ЖАННАРА ДӘДІБАЕВТЫҢ 70 жылдығына арналған «ХХІ ҒАСЫРДАҒЫ ФИЛОЛОГИЯ ТЫЛЫМДАРЫ: ҰЛТТЫҚ КОД ЖӘНЕ КӨРКЕМДІК ТАНЫМ» атты Халықаралық ғылыми-әдістемелік конференция материалдары / Құраст.: Д. Мұсаалы, Ж. Жақыпова. – Алматы: Қазақ университеті, 2018. – 424 б.

ISBN 978-601-04-3760-9

Ғылыми мақалалар жинағы әл-Фараби атындағы ҚазҰУ-да өткен көрнекті әдебиеттанушы, филология ғылымдарының докторы, профессор, Қазақстан Республикасы Жоғарғы мектеп Ұлттық ғылым академиясының, Халықаралық Айтматов академиясының академигі ЖАННАРА ДӘДІБАЕВТЫҢ 70 жылдығына арналған «ХХІ ҒАСЫРДАҒЫ ФИЛОЛОГИЯ ТЫЛЫМДАРЫ: ҰЛТТЫҚ КОД ЖӘНЕ КӨРКЕМДІК ТАНЫМ» атты Халықаралық ғылыми-әдістемелік конференция материалдары негізінде құрастырылды.

Жинақ филолог мамандарға, магистранттарға, докторанттарға студенттерге арналады.

ISBN 978-601-04-3760-9

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THE ROLE OF FOREIGN LANGUAGE CULTURE IN THE STUDY OF THE ENGLISH LANGUAGE

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As a result of the 1990s dramatic demographic changes when thousands of Russians, Poles, Germans and other nationalities emigrated to what is commonly termed as their "ethnic homelands", ethnic Kazakhs also migrated from China, Russia, and Mongolia to Kazakhstan where indigenous Kazakhs now form the country's majority (Lee, 2004). However, the 21st century Kazakhstan is ethnically as diverse as that of the last century with the Kazakhs comprising more than half of the population and Russians making up over a quarter. The smaller minorities of Koreans, Uzbeks, Chechens and others account for the rest (Lee, 2004).

As of present, Kazakhstan is a bilingual country (Isanes, 2010) where the Kazak language is spoken by over 40% of the country's population and is considered the "state language". On the other hand, as spelled out in Kazakhstan's constitution (1995), Article 7, the Russian language, which almost all Kazakhs can speak and understand, shall have similar official use with the Kazak in local self-administrative bodies and state institutions. However, with the collapse of the Union of Soviet Socialist Republics (USSR), which Kazakhstan had been part of for two hundred years from 1922 collapsed, English began gaining popularity among Kazakhstan's youth (Pak, 2010).

Language and culture are two notions that are inseparable as stated by numerous studies on language and culture. It is argued that teaching and learning of a foreign language through a lingua-cultural approach is something that should be given the significance it deserves (Hall, 2002). As such, many studies have been done with an aim of developing the notion "intercultural communicative competence" while contributing ideas that could help in the implementation of cultural-based activities into foreign language teaching and learning. Further, research has shown that people involved in the language instruction have started to comprehend the intertwined nature of the relationship between language and culture (Lee, 2003).

Immense research has also been conducted regarding the relationship between culture and language, for instance, Gleason, (1961) identified that language could not only be viewed as the product of culture but also the symbol which carries a lot of information about a given cultural setting. Many scholars have stressed that in the absence of cultural-based activities and tasks, the teaching of a foreign language is considered incomplete and inaccurate (Fauziati, 2010). Such activities include role plays, games, discussions, dialogues, as well as comparisons of host and home cultures. Thus, it is fundamental to consider the cultural aspects that impact the teaching and learning of a second language. In this research the impact of Kazakhstan Culture in teaching and learning of the English Language will be considered. Additionally, according to Risager (2006) who was exploring the link which exists between language and culture, he identified that there are some cultures which encourage the learning and teaching of a foreign language while some cultures make it hard to learn and teach a given foreign language. This suggests an important point regarding the impact that culture has on teaching and learning of a foreign language, in this case, Kazakhstan culture's impact of the English language.

As stated by Kramsch (2006), the term culture has several meanings. The author explains that some, the word refers to the appreciation of good art, literature, music and food while to others, culture refers to the characteristics of a given group of people who share a common religion, language, social habits, cuisine, arts, and music. Janoff (2000) argues that culture entails more than just the material goods which are produced and used by culture; it also includes the values and beliefs of the people as well as their understanding of the world. Thus, drawing from these definitions, Kazakhstan Culture can be understood to imply the religion, language, music, and music of the Kazakhs. Wyrke (2007) highlighting the dual character of language where it serves both as a communication means and a carrier of culture

Therefore, language can be deemed as a particular culture's mirror implying that a culture without language is unthinkable and the same case applies to a culture without a language.

In their research on the influence of host culture on foreign language teaching, Gu, Schweisfurth and Day (2010) assert that to get a better understanding of the significance of culture, one needs to know the extent to which cultural background knowledge impacts language teaching and learning as well as how one can make the best use of the influence. To demonstrate the role of culture in language teaching and learning DuFon and Churchill (2006) emphasize the need to highlight the functions of culture in the language teaching and learning components such as speaking, listening, translating and reading. One of the ways in which culture affects teaching and learning of language is through vocabulary (Hudson, 2007). Language is said to be the carrier of culture while vocabulary serves as the primary ingredient of language. As such, the difference in culture will be unveiled on the vocabulary, and the vocabulary's explanation will also act as a reflection of the cultural or national difference. According to DuFon and Churchill (2006), culture also influences listening.

The authors argue that when learning a foreign language, listening ability helps to achieve better understanding. Poor listening ability may be as a result of the learner's weak grammar, small vocabulary and vague pronunciation (DeKeyser, 2007). Barratt and Kontra (2000) link listening to an individual's culture and politics and states that in judging the listening ability of someone, some of the things that are considered include their full ability including their English level, creative and analytical ability as well as their intellectual range.

Further, DuFon and Churchill (2006) state that host culture also influences an individual's speaking ability of a foreign language. One of the aspects in which culture affects speaking is through intonation and pronunciation. Additionally, culture affects the context and sentence construction when speaking whereby one may make mistakes or create some misunderstanding by talking from their cultural background's perspective while using a foreign language (DuFon & Churchill, 2006). For instance, one may be from a culture where some words like "sorry," "please," or "kindly" that show an individual's competence, kindness, and enthusiastic nature are not of much attention. In the case where such a person is a learner of a language such as English, they may omit such words when speaking which could lead to misinterpretation and misunderstanding.

Sercu and Bandura (2005) acknowledge that culture plays a vital role in reading whereby differences in culture between an individual's first language and the target language may result in serious reading barriers. This is because cultures may differ in terms of words, background information, text structures and sentences which all can be potential barriers in reading (Moran, Abramson & Moran, 2014). Cultural factors also play a significant role in the translation of a foreign language. According to Barratt and Kontra (2000), the translating ability of an individual is widely believed to be influenced by their culture. However, sufficient knowledge is required about both the source and target languages. Some of the key aspects of cultural background knowledge include art, geography, history, philosophy and science which affect one's translation ability.

Therefore, as depicted in this literature review section, despite the existence of a large body of literature and research in relation to the influence of culture, few studies have been done to demonstrate how particular cultural backgrounds affect the teaching and learning of a foreign language. This paper serves to bridge this knowledge gap by looking at how Kazakhstan Culture impacts the teaching and learning of the English Language.

Contribution to culture-language knowledge through a comprehensive analysis of the key aspects of Kazakhstan culture will encourage the learning and teaching of English as well as the Kazakhstani cultural issues that make it hard for learners and tutors to learn and teach the English language respectively. The research can be done for a vital contribution to a broad range of universities especially in the United Kingdom which teaches the English language to international students from Kazakhstan. The following research questions should be investigated. Research questions regarding how culture can influence the teaching of foreign language; however, few studies have been done on the specific cultural aspects which promote learning of foreign language as well as those cultural issues that hinder teaching and learning of foreign language. As such, the central research problem can be formulated as follows: *To what extent does Kazakhstan Culture impact teaching and learning of the English Language?*

To adequately address this problem, the following sub-questions have been formulated:

1. How does incorrect pronunciation of English words and poor speech skills of Kazakhs affect teaching and learning of the English language?
2. How does the tone of voice in the Kazakh language compare to that of the English language?
3. How and to what extent does the use of gestures, glances and other auxiliary communication devices in Kazakh and English languages differ?
4. What differences exist between English and Kazakh languages in terms of sound structures, stress, and pitch?

A lot is known about the relationship which exists between language and culture. The hypothesis of this research builds on the statement by Makhmudov, H.H. (1955) who state that there are various ways in which Kazakhstan culture does influence the process of learning and teaching of English language. The cultural setting in Kazakhstan brings about some variation in vowels and consonants of both English and Kazakh language. There are several language organs which get well developed in pronouncing some vowels and consonants; as a result, Kazakhstan culture.

According to Everett (2011), the use of samples when dealing with an extensive data collection area respondents is the best option since it ensures the collection of valuable information and gives a deeper insight. In the light of this, the study will also make use of the past research which has been done regarding that the impact of Kazakhstan culture in learning and teaching of English language.

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