

является адекватным ответом на разнообразие учащихся в классах со смешанными способностями.

Кроме того, данные исследования подтверждают идею о том, что лучшие учителя дают лучшее обучение. Прослеживается прямая зависимость между эффективностью учителей и успеваемостью учащихся. Хороший учитель выстраивает путь к успешному обучению. Мы полностью согласны с тем, что эффективное преподавание языка может быть достигнуто только тогда, когда учитель знает и учитывает способности, навыки и предпочтения своих учеников для удовлетворения их учебных потребностей.

В заключение, дифференцированное обучение - это творческий, конструктивный, инициативный и управляемый ответ на различные способности и разнообразие потребностей учащихся, которое стимулирует и поощряет их участие в учебе и достижения.

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## COMPARISON OF NATIVE AND NONNATIVE TEACHERS IN ICC DEVELOPMENT

**Abstract.** The issue of comparing native and nonnative teachers has long been an object of debates as well as the opinions of the learners about it. Actually it is confirmed to think that native English-speaking teachers (NESTs) are the gold standard of spoken and written language in comparison with non-native English-speaking teachers (non-NESTs) who are customarily taken as inferior educators because they adopt these innate linguistic skills. But does this perception correspond with the real situation? This article reports on research carried out with Galaxy international school students exploring the

advantages and disadvantages of learning English from NESTs and non-NESTs in the field of ICC. Contrary to the above consideration, our research illuminated a number of perceived advantages and disadvantages in both types of teachers. Students viewed NESTs as models of pronunciation and correct language use, as well as being repositories of cultural knowledge, but they also found NESTs poor at explaining grammar, and their different cultures created tension. Non-NESTs were perceived as good teachers of grammar, and had the ability to resort to the students' first language when necessary. Students found classroom interaction with non-NESTs easier because of their shared culture. Non-NESTs' pronunciation was often deemed inferior to that of NESTs, but also easier to comprehend. Some respondents advocated learning from both types of teachers, depending on learners' proficiency and the skills being taught.

**Key words:** NEST, non-NEST, grammar, innate linguistic skill, ICC.

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**Аңдатпа.** Жергілікті мұғалімдер мен ана тілін үйретудегі айырмашылық туралы мәселе бұрыннан бері талқыланатын тақырып болды. Шындығында, жергілікті мамандар (NEST) жергілікті мұғалімдермен салыстырғанда (NEST емес) ауызша және жазбаша сөйлеудің идеалды стандарты болып табылады, олар әдетте әлсіз мұғалімдер деп саналады, өйткені олар уақыт бойынша тілдік дағдыға бейімделеді. Бірақ бұл нақты жағдайдың қабылданғанына сай келе ме?

Бұл мақалада Галактиканың халықаралық мектебінде шетелдік студенттермен жүргізілген зерттеулер туралы баяндалады, олар ағылшын тілін үйренудің артықшылықтары мен кемшіліктері мен МЭК-ге жатпайтын NEST-лармен танысады. Жоғарыда айтылғандарға қарамастан, біздің зерттеулеріміз мұғалімдердің екі түрінің бірқатар артықшылықтары мен кемшіліктерін атап өтті. Студенттер NEST-ті дұрыс айтылу моделі және тілдің белгілі бір қасиеттерін ақылға қонымды пайдалану ретінде, сондай-ақ мәдени білімдердің қоймасы ретінде қарады, бірақ олар сонымен қатар NEST грамматикада әлсіз екенін және мәдениетаралық дифференциацияның кернеуді тудыратынын атап өтті. Жергілікті мұғалімдер, өз кезегінде, грамматиканың жақсы мұғалімдері болып саналды және олардың пайдасына қажет болған жағдайда, студенттердің алғашқы тілін меңгеру мүмкіндігіне ие болды. Студенттер өздерінің жалпы мәдениетіне байланысты NEST-ті емес жеңілдетілген сыныпта ортақ тіл тапты. Мүмкін, NEST-тің айтылмауы NEST-дан әлдеқайда әлсіз деп есептеледі, бірақ жергілікті мұғалімнің тілі түсінікті болды. Кейбір респонденттер оқушылардың білім деңгейіне және оқытылатын дағдыларына байланысты мұғалімдердің екі түрінен де оқытуды қолдайды.

**Кілт сөздер:** NEST, NEST емес, грамматика, туа біткен лингвистикалық өнер, IWC.

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**Аннотация.** Вопрос о различии в преподавании местных учителей и носителей языка уже давно является предметом для обсуждения. На самом деле существует мнение, что носители языка (NEST) являются идеальным стандартом устной и письменной речи по сравнению с местными учителями (не-NEST), которых принято считать слабыми педагогами, потому что они адаптируются к языковым навыкам со временем. Но соответствует ли это восприятие реальной ситуации? В этой статье сообщается об исследованиях, проведенных с иностранными школьниками в международной школе Galaxu, в которых изучаются преимущества и недостатки изучения английского языка с помощью NEST и не-NEST в области МКК. Вопреки вышеизложенному, наши исследования отметили ряд предполагаемых преимуществ и недостатков обоих типов учителей. Студенты рассматривали NEST как модели правильного произношения и оправданного использования некоторых свойств языка, а также в качестве хранилища культурных знаний, но они также отметили, что NEST слабы в грамматике, и межкультурная дифференция создает напряжение. Местные преподаватели же, в свою очередь, посчитались хорошими учителями грамматики и в пользу них был тот факт, что при необходимости они имели возможность прибегнуть к первому языку учащихся. Студенты нашли общий язык в классе с не-NEST легче из-за их общей культуры. Не исключен тот факт, что произношение не-NEST часто считалось слабее, чем у NEST, но как оказалось, язык местного учителя было легче понимать. Некоторые респонденты выступали за то, чтобы учиться у обоих типов учителей, в зависимости от уровня знаний учащихся и навыков, которым их обучают.

**Ключевые слова:** NEST, не-NEST, грамматика, врожденное языковое искусство, МКК.

#### *Introduction.*

Intercultural communication competence (ICC) nowadays is taken as one of the major goals in the teaching of English as a foreign language, mostly because of expanding intercultural and international contacts and the unsatisfactory English language performance of foreigners in their communication with other English speakers. Many universities all over the world are offering an Intercultural Communication (IC) course to their English majors. The course is explicitly designed to improve the students' ICC. Based on the assumption that ICC can be construed differently in different cultural contexts, this paper attempts to investigate the students' understanding of key concepts of ICC and identify the differences between native and nonnative teachers in development of ICC in order to recognize characteristics of both for

effective IC teaching. Data were collected in class of about 40 students of intermediate level of English in the way of class observations, questionnaires, and tests. Discussion of the findings suggests that ICC as an ultimate teaching objective for the English majors in the classroom setting needs to be contextual, relational, dynamic, and conscientious so that stereotyping could be minimized.

Also there is a stereotype that takes for granted that a native speaker is by nature the best person to teach his/her foreign language. This assumption leaves a little room for non-native teachers. So what are the general characteristics of non-NESTs? Medgyes mentions that non-NESTs usually feel unsafe while teaching foreign language. While natives help students understand the historical, geographic, social, economic, political, and educational situations and cultural traditions of English speaking countries, raise their sensitivity, tolerance, and flexibility to cultural differences, and develop their ICC. Because of this fear, nonnative speakers tend to adopt two kinds of attitudes: pessimistic or aggressive [1].

Most of nonnative teachers emphasize deeper grammar and pay little attention to pronunciation and vocabulary, and almost none to linguistic appropriateness. They seem to have in mind Widdowson's belief that no one can learn a language without learning its grammar [2].

Medgyes observed that aggressive non-NESTs tend to be grammar-centered. They believe that knowing grammar means knowing a language. However, sometimes they are ignorant of a rule or mis-learned it when they were students. Then they make errors which are sooner transmitted to their students. Medgyes states that they avoid using alternative sources to teach pronunciation such as radio, video, cassette recorder, etc. The reason is that they try to hide their minuses such as their foreign accent from their students. On the other hand the biggest advantage that non-natives have is that they have consciously learned the language step by step and can guide their students through the labyrinth of confusion that they have already conquered.

Native speakers unconsciously inherit the language from their parents and often find themselves struggling to teach certain aspects of grammar or understand what students are going through. In addition to understanding the student's learning of English, nonnative English teacher will understand the student's culture, and be able to cross-reference English through the eyes of Kazakhstan's culture. Another advantage is that non-native English teachers generally become teachers for reasons that suggest teaching ability and interest in the language, mostly because it's something they feel motivated to do, something they enjoy, something they are good at, and something they have received professional training for. Having a passion for what you teach is a priceless advantage because the teacher's enthusiasm is totally transmitting to the audience. On the other hand, most native speaking English teachers generally not English teachers by choice. They most often do it because they

are living in Kazakhstan (because they got married or are involved in other projects not related to teaching English). This is nothing against native speaking English teachers, who may enjoy teaching, and may love living in Kazakhstan. It's just that it is rarely a «lifelong passion» as it sometimes is for non-natives. That's not to say that native speakers aren't naturally better in some areas, but it's important to have a balanced perspective and give nonnative English teachers credit where credit is due.

#### *Materials and Methods*

This study was intended to investigate the main distinctions between native and nonnative teachers in development of ICC. for this study two main questions were addressed:

1. What might the findings imply for teaching IC in terms of helping the students develop their ICC ?
2. What are the main differences between native and nonnative teachers in the field of ICC ?

For that reason the current study drew on a qualitative short-response questionnaire data (quantified for analytical purposes) because we wished to explore certain classroom attitudes and beliefs rather than to test specific variables. We also wanted to exploit the emergent nature of qualitative research, keeping the design relatively loose and open so that it was responsive to emerging information. This section outlines the methodology used in this research: the sample groups, the instrument and the procedure for data collection. It also points out the study's methodological limitations. As participants two participant groups took place, totaling 40 learners of English participated in this study. All participants were under 18 years of age. The first group of participants comprised 8 female and 12 male learners of English at an intermediate level. Those from the first institution were taught by NEST. The second group comprised 13 female learners of English and 7 males. They were taught by nonNESTs. The instrument for data collection was an anonymous selfreport questionnaire consisting of 5 questions in English eliciting learners' attitudes toward studying English with each type of teacher and also a test consisting of 20 basic questions from grammar and vocabulary. Also to have a more definite observation, in the end of research, interview from some students also was taken.

Respondents wrote a brief descriptive answer to each of the following questions: 1. In your opinion, are there any advantages of learning English with a native-speaker teacher? If so, what are they ? 2. In your opinion, are there any disadvantages of learning English with a native-speaker teacher? If so, what are they? 3. In your opinion, are there any advantages of learning English with a non-native-speaker teacher? If so, what are they ? 4. In your opinion, are there any disadvantages of learning English with a non-native-speaker teacher? If so, what are they? 5. Are there any further comments you would like to make? The questionnaires were written and responded to in English. Because the

study does not assess English language proficiency. Students who volunteered to participate spent in average 30 minutes to complete all the tasks. Questionnaires were anonymous and no other identifying data were collected. The collected data were recorded and presented in the columns below.

*Results*

After approximate 4 weeks the other test was taken and pre and post-test results were analyzed. Comparing their present results with earlier it was launched such results

Pre-test	Test	questionnaire
native	10/20	Inspired with native teacher
nonnative	9/20	Inspired with nonnative

Post test	test	questionnaire
Native	12/20	Pleased with native teacher
nonnative	12/20	Pleased with nonnative teacher

The post and pre-tests were on the same difficulty. we take the average from all the points of students. As we see from the table there were positive changes in the both of groups. what about the opinions and impressions of both groups is that all of them were glad to take part in such experiment. From my point of view as I took part in both groups during their lessons, that natives are more confident than nonnative teachers and have very different way of teaching, of dividing information, in comparison with nonnative teachers who are also good at teaching but with their own way, emphasizing more vocabulary, grammar parts of language.

*Conclusion*

The most important thing is not whether or not the teacher is native speaker or not, but rather if they have know how to teach to the level of their students, if it's something they are passionate about it, and if they are willing to put the effort in to prepare a good class. Some people are naturally good teachers, while others need to work hard. Both types can be successful, but both demand preparation and the intention to help people learn. Having a high or even native proficiency helps a lot, but it's not a substitute for work ethic and a genuine desire to do a good job. Some teachers (both native and non-native speakers) have a natural ability and/or strong proficiency but simply don't know how to teach (or are too lazy to learn). Because of it a native teacher is not a magical solution to our English learning problems. If a student

doesn't have a strong desire to learn and dedication to the process of learning, not even the best teacher in the world can help him.

The issue of parity between native and non-native-speaker teachers needs to be foregrounded because even though the vast majority of English language teachers worldwide non-NESTs, many non-NESTs in the ELT industry are sorely disenfranchised. The issue is particularly salient in Asia, where native speakers are often the industry's ideal model and American English the preferred variety. The current findings respond to questions about how these teachers are perceived by learners and what qualities they bring to the language classroom. Specifically, the data show that NESTs were valued as models for authentic, natural pronunciation, despite comprehensibility issues. Grammatical explanations were not viewed as a NEST forte. Respondents appreciated learning about NESTs' cultures, but also experienced a cultural and communicative gap in NEST-fronted classrooms. Also, NESTs often could not communicate in their students' L1. Non-NESTs' pronunciation was viewed as non-authentic and their speech less fluent than native speakers', but respondents appreciated their ability to code-switch to the L1 when required. In addition, non-NESTs' ability to explain complex grammar was valued. Although some respondents criticized non-NESTs' limited knowledge of English-speaking cultures, others valued working with teachers who shared their own cultural norms and values. Finally, the sample highlighted the benefits of learning with both NESTs and non-NESTs.

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#### **USING MNEMONIC ASSOCIATIONS ON VOCABULARY RECALL**

**Abstract.** Traditionally, vocabulary was neglected in language teaching programs and curriculums for the sake of grammar and other parts of language. Nowadays, however, researchers have realized that vocabulary is an important part of language learning and teaching and worthy of attention and research. A