

отыру.

Педагогтар қазіргі таңда «Тіл дамыту» курсы менгерту барысында бала білімін оқушы деңгейінен шығармашылық деңгейге жетелеуде Д. Б.Элькониннің, В.В. Давыдовтың «Дамыта оқыту» технологиясының элементтерін, Ж. Қараевтың «деңгейлеп оқыту» технологиясын, проблемалық оқытудың әдіс-тәсілдерін қолданып жүр. Тіл өз алдына адамды адам етіп қалыптастыратын құрал болса, тіл дамыту сол үрдістің ең негізгісі болып табылады. Бұл үрдістің негізгі мектеп мұғалімдері мен оқушылары инновациялық педагогикалық технологиялар негізінде тіл дамыту жұмыстарын жаңа тұрғыдан бірі игеруге, екіншісі игертуге ұмтылып отырғанда ғана оң нәтиже бермек.

Сонымен, тіл дамыту жұмыстары сөйлеу мәдениетімен де, жазу мәдениетімен де қатар жүретіндігін осы бөлім ішіндегі атап өтілген мақсат-міндеттерден көре аламыз. Қазақ тілі сабағында тіл дамыту жұмыстарын жүзеге асыру үшін педагогикалық технологияларға сүйенуіміз қажет.

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LEARNERS' INTERCULTURAL EXPERIENCE AND COMMUNICATION IN ENGLISH DURING SHORT-TERM VISITS ABROAD

Abstract. Within the context of communications during short-term visits abroad, this study explores the issues of intercultural communication in English by means of questionnaires and semi-structural interviews with participants. Genuine anecdotes of communicative intercultural situations can provide useful course materials for ELT teachers to develop learners' intercultural competence in communication.

Key words: intercultural competence, communicative situation, short-term visit, English as an international language

Introduction

Traveling abroad for a short period of time has recently been quite usual due to the factors that reinforce globalization of human interactions. English as an international language seems to be the most frequent means of communications during such short visits, which are aimed at

joining work and travel programs, academic exchange and internships abroad, short business trips and professional visits, holiday tours and other similar purposes.

This study aimed to develop insight into the answers to the following questions by exploring the issues of intercultural communication in English during short-term visits abroad:

- What are some of the areas of conflict or misunderstanding?
- What are the consequences of ESL learners' conception of the English language?

Literature Review

The concept of culture determines the content of language teaching materials in any ELT course which aims to develop intercultural competence. Among various definitions of culture, those that refer to beliefs, values, and attitudes (Liddicoat et al., 2003) that underlie human behavior in communication are primarily investigated, rather than the high culture indicators of music, literature, and art. Incorporating culture in foreign language teaching has been considered essential by researchers and practitioners. English language teachers in Kazakhstan are expected to prepare students for international education (Akhmetzhanova & Musataeva, 2013) and successful communication with foreign interlocutors in English as a world language (Crystal, 2003). However, the extent to how well students are prepared for intercultural competence in English seems to be somewhat different from western practice. Formerly, during the Soviet period, due to government's centrally powerful social, educational and language policies, it was probably assumed that the teaching of cultural knowledge was not the business of language pedagogy. Inherited from the previous educational system that had promoted grammar-translation method in language teaching, independent states of former Soviet Union initially included *Страноведение - Country Studies* as a course that was conducted in L1 or mostly in Russian (Kovalenko, O., Levitskiy, A., Kriuchkov, G., Malyhina, M. & Karpiuk, O., 2010). This traditional course was probably believed to supplement the curricular courses of foreign language education with intercultural perspectives after the independence from the Soviet Union. Since these perspectives focused only on surface level knowledge of high culture, they neglected the beliefs, values and attitudes that underlie communicative practices.

Recently, Kazakhstani students have had the opportunity to travel abroad for a short period with certain educational purposes. The most frequently visited countries are USA, UK, China, EU, Malaysia, Thailand, and Turkey. In fact, governmental and non-governmental organizations and common sense of the society encourage young adult students to gain intercultural experience. Certain international exchange programs allow opportunities for students in Kazakhstan to participate in academic studies, travel and work abroad such as Future Leaders Exchange-FLEX, Work and Travel in the US, AIESEC, Erasmus Mundus, Mevlana-an exchange program among universities of Turkic nations. In addition, the government supported program "Bolashak" provides possibilities to receive MA and PhD degrees as well as significant internship certificates from distinguished universities around the world. These programs can certainly assist students in growing their skills necessary to cope with demands of local and global industries. Developing intercultural communicative competence is a naturally expected outcome of visits abroad. On the other hand, there is a significant number of foreign visitors who use English as an international language in their communication with locals during their short visits in Kazakhstan. Thus, intercultural communicative competence is the ultimate goal that all learners of English should achieve and that the ELT curricula should comprehensively include.

Developing intercultural competence in English refers to developing learners' competencies of knowledge, attitudes, and skills so that they can lead relevant and efficient communication with international interlocutors in English. Byram developed a multidimensional model of intercultural competence (Byram, Gribkova & Starkey, 2002). Byram's model includes such aspects of intercultural competence as the knowledge of self and other's culture, the attitudes

towards the communicative practice in one's home culture and other's culture, the skills of interpreting and relating as well as the skills of discovery and interaction. Once these are acquired, they can lead critical cultural awareness as the indication of intercultural competence (Byram, Gribkova & Starkey, 2002).

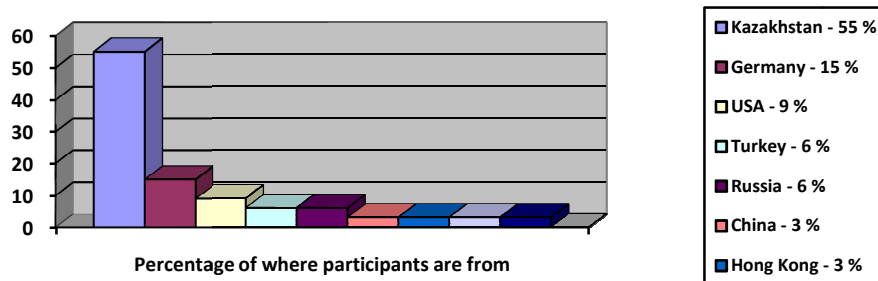
Byram's model of intercultural competence can provide a basis for developing a pedagogical model for language teaching. However, it is also important to acquire the knowledge of criteria to be able to compare the culture of one's interlocuter and that of one's own. Hofstede's cultural dimensions can provide a sound basis for comparing cultures (Hofstede, 1991). These dimensions describe national cultures in certain degrees of bipolar concepts such as mono-chronic versus poly-chronic, high-context versus low-context, high power distance versus low power distance, masculine versus feminine, collective versus individualistic, short term orientation versus long term orientation.

Bennett's developmental model of intercultural competence is another paradigm that helps to estimate visitors' overall competence in communication (Bennett, 2014). There are basically two stages of intercultural competence: The ethnocentric stage and the ethno-relative stage. Each stage has been further divided into three sub stages. The ethnocentric stages that actually refer to levels of relative incompetency are denial, defense and minimization whereas the ethno-relative stages consecutively demonstrate acceptance, adaptation and integration of learners in the target language culture. For instance, the experience of *culture shock* and *barriers* to effective communication in the English-speaking environment represents that the speaker is still at the ethnocentric stage, which shows the lack of intercultural competence.

Methodology

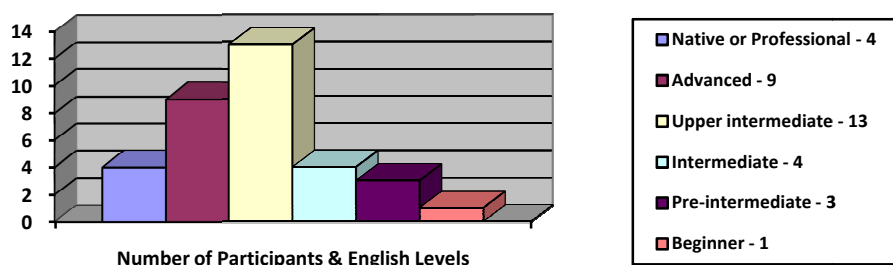
Participants. Totally thirty four people participated in the study; eighteen of whom were from Kazakhstan, five from Germany, three from the United States, two from Turkey, two from Russia and one each from Thailand, China, Hong Kong, and the United Arab Emirates (*See chart 1*). Twenty six of the participants of current study were students who have travelled abroad to mostly English speaking countries such as the United States of America and Great Britain, or countries such as Malaysia, South Korea, Germany, Kazakhstan and Turkey where they had communication in English as an international language. Five of these were German exchange students who visited a private Kazakhstani university in Almaty for a month. Moreover, international friends of a respondent who shared the same room or work experience during the summer work and travel program in the United States of America in 2013 participated the study. Among them, three were from Kazakhstan. The others were from Russia, Thailand, Turkey, China, and the USA and responded via social network on the internet. Among five participants, two of them were American teachers, one was a representative in an educational fair, another one was a service-person at the hotel and the other one was an American housewife who used to be a Kazakhstani citizen. Totally, seven Kazakhstani and eight foreign participants responded via social network.

Chart 1. Participants' profile - percentage of the countries of residence



Participants reported on their own level of English according to a standardized exam such as TOEFL or IELTS, or the level of the last course that they had completed was considered as their current level unless they were native speakers or experienced teachers who conducted lectures in English medium universities. Thus, most participants belong to the upper-intermediate level with an account of thirteen. The number of native speakers or professional native-like participants is four. The number of participants who reported that they have completed an advanced course is nine. Four participants said that they were at an intermediate level whereas three reported as being at the pre- intermediate level. Only one participant's level is the beginner. (See chart 2)

Chart 2. Participants' profile – English language levels



Research design. The study is based on semi-structural interviews and a questionnaire with the same open-ended questions of the interviews. Seven participants were interviewed face-to-face, nine participants were group interviewed on round table discussion during an event of *FLEX Alumni Talk*, six participants were given a written questionnaire each to write short answers, and the others were contacted via social network such as Skype, Facebook and VKontakte.

Research procedure. The topic of the study was initially selected for an undergraduate diploma project in 2014. As one of the significant respondents of the study, a senior student at the department of foreign languages in a private Kazakhstani university contacted the participants. The aim was explained to the participants as to describe intercultural communication during short-term visits abroad, to understand what the learners' experience of culture shock is like, to understand whether being a guest or host when interacting with members of other cultures influences competence in intercultural communication, and to collect genuine anecdotes of communicative intercultural situations that can be used by ELT teachers to develop learners' knowledge, attitudes, and skills for cross-cultural awareness in communication. Once their consent was taken, a written text of interview questions was prepared. Having been informed about the general scope, participants responded spontaneously to answer additional issues that emerged during the conversation as well as the ones previously mentioned and written on the interview sheet.

Data collection. After receiving the demographic data about a participant's cultural identity and making sure that they had been to a short-term visit abroad, which was less than a year; they were asked the following questions to identify some of the areas of conflict or misunderstanding:

1. <i>Could you tell me the purpose of your short-term visit abroad?</i>
2. <i>Could you tell me the best three adjectives that describe your feelings at the beginning, in the middle and at the end of your short-term visit abroad?</i>
3. <i>Could you tell me a significant event or anecdote which made you live up to the above feelings?</i>
4. <i>Did you experience any conflict or misunderstanding? Do you think you were in culture shock? How did you end up?</i>
5. <i>Were you able to explain the causes of conflict or disagreement then? Can you explain them now?</i>

The answers to the following questions were believed to help describe ESL learners' views and conceptions of the English language:

6. <i>When you communicated with international speakers, which English did you often try to use as a reference? American English, British English, or an international variety of English with a non-specific dialect?</i>
7. <i>Which English makes you feel comfortable and allows you to speak more fluently during intercultural communication?</i>

Results and Discussion

The study revealed that participants' primary purposes of short-term visits abroad were *educational, academic, developing experience in life skills*. At the beginning of their short visits and as soon as the guidance of welcome was over, participants began to feel *a sense of isolation, helplessness, boredom, depression, avoiding contact with host nationals, unduly criticizing local customs or even having mixed feelings and confusion*. Towards the end, most of them developed individual compensation strategies such as understanding and using non-verbal cues of communication. The study also indicated that using mobile technologies, which keep participants usually online, helped them feel more confident as they could be oriented by Google maps, dictionaries, or any other handy application. The anecdotes told by the Kazakhstani participants have been primarily about *punctuality, dress codes, eating habits and tastes, family values and respect for the elderly*. An American professor's attempt to *slaughter a sheep in his bathroom to*

please his Kazakh guest students at Indiana University and to have to explain his wife about this weird act for Americans has been an interesting example of anecdotes of intercultural conflict. Very few of the participants were able to explain the actual causes of conflicts, and they believed it would be more comfortable to accept them as they are.

The study also indicated that the participants usually tried to adapt their speech into the dialect of their interlocutors. However, those who preferred to use their own variety of English felt more comfortable and fluent as they perhaps felt the ownership of English as an international language.

Conclusion

The study provided genuine anecdotes of intercultural situations that can be used by ELT teachers to develop learners' intercultural competence in communication. These anecdotes provide opportunities for discussion and analysis of linguistic, sociolinguistic, pragmatic, discursive and intercultural aspects of communication. A further study would be recommended to test the usefulness and impact of such culture-specific anecdotes to develop materials for intercultural competence in English.

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THE USE OF FREE ONLINE RESOURCES FOR TEACHING COURSES ON “TOURISM” IN ENGLISH

Аннотация. В данной статье автор делиться опытом использования бесплатных онлайн ресурсов для обучения студентов третьего курса специальности «Туризм»

Ключевые слова: туризм, университет им. Алб Фараби, открытое инициативное изучение, прези.