



**COMPARISON OF TEACHING ENGLISH IN KAZAKHSTAN AND THE
NETHERLANDS ON THE BASIS OF COMPARING DIFFERENCES BETWEEN
WORD ORDER IN STUDENTS' MOTHER TONGUE**

Anar Kh. Baizhanova,

Ma, Senior Lecturer

Applied Linguistics and Translation Studies Department

M. Narikbayev KAZGUU University

Nur-Sultan, Kazakhstan

Abstract

The given article is devoted to considering difficulties in teaching the English word order in higher educational institutions caused by interference of students' mother tongue on the basis of comparing the influence of different grammatical systems of source languages on acquisition of a target language. The research begins with analysis of peculiarities of word order in three languages belonging to different language groups and language families (Kazakh, Dutch and English) aiming to compare their impact on mistakes students in Kazakhstan and the Netherlands may make while learning English as a foreign language. In addition, the author comes up with several tips to teach word order in a sentence for English language teachers in Kazakhstani higher institutions.

Keywords: word order, methodology of foreign language teaching, interference, language system, bilingual education.

Introduction

Relevance

Relevance of the research work is determined by the following factors:

- 1) For in Kazakhstan special significance is attributed to knowledge of English for any graduates of higher institutions as one of educational priorities, it becomes of great importance to teachers of the English language to make students learn it under conditions of lack of language environment.
- 2) It is common knowledge that it is characteristic of almost all non-native speakers to make grammatical, phonetic and lexical mistakes connected with transferring the peculiarities of their mother tongue to the target language.
- 3) It is necessary to design a scheme to avoid students' mistakes caused by interference with their mother tongue.

Aim: to compare peculiarities of bilingual education [ways of teaching the English language in particular] in Kazakhstan and the Netherlands on the basis of comparing differences between language systems [word order in particular] in the mother tongue of students of both countries

Objectives:

- 1) to investigate peculiarities of word order in Kazakh, Dutch and English
- 2) to show the influence of these peculiarities on language acquisition of students in Kazakhstan and the Netherlands
- 3) to give tips for using these peculiarities in teaching practice in Kazakhstani higher institutions

Context

- 1) educational aspect: language education [teaching the English language] in Kazakhstani and Dutch higher institutions

- 2) linguistic aspect: peculiarities of language systems [word order] in Kazakh, Dutch and English

Deliverable

Practical relevance of the research consists in the possibility to use its outcomes in teaching practice in Kazakhstani higher institutions as a manual to avoid students' errors in learning the English language triggered by interference with their mother tongue.

Variables

- 1) independent variable: peculiarities of word order Kazakh, Dutch and English
- 2) dependent variable: level of students' language acquisition
- 3) intervening variable: methods of teaching the English language

Methods of investigation:

- 1) descriptive method;
- 2) method of comparative analysis;
- 3) method of interview;
- 4) statistic method.

Part 1. Comparative analysis of word order in Kazakh, Dutch and English

It is obvious that peculiarities of a language system are to a certain extent determined by a subdivision a particular language belongs to according to the genealogical classification of languages. In this connection it becomes clear that Dutch and English, both being a part of the Indo-European language family and the Germanic language group, have more in common than Kazakh, belonging to the Turkish language family.

Nevertheless, there are distinctive features in every of investigated languages characteristic only of their grammatical structure which are of great importance to the process of sentence formation in a target language (Baker, 2002).

Thus, this part is aimed to describe the most important rules concerning word order in different types of sentences in Kazakh and Dutch and compared them with those of the English language.

Word order in the Kazakh and English languages

Word order in the Kazakh and the English languages can hardly have anything in common for they belong to different language families and have not contacted in the course of their historical development.

In contrast to the English language word order in Kazakh is stable and does not depend on the communicative or structural type of a sentence, i.e. in an affirmative, a negative, an interrogative, an imperative and an exclamatory sentence a verb is placed in the final position and a subject is typically used in the beginning of a sentence. Moreover, use of complex or compound sentences does not change word order in a sentence either. It is also worth mentioning that use of verb is not obligatory in a sentence in the Kazakh language (Valyayeva, http://kaz-tili.kz/predl_pr2.htm).

So, the general scheme of a sentence is ...

_____ .?!

Declarative sentence / statement

Affirmative sentence:

e.g. Алма кітапті кітапханадан алды. – Alma took the book from the library.

Negative sentence:

e.g. Мен кеше киноға барған жоқпын. – I didn't go to the cinema yesterday.

Interrogative sentence

General question:

e.g. Ол ертең келеді ме? – Will he come tomorrow?

Special question:

e.g. Сен сабақтан қашан келдің? – When did you come after the lesson?

Questions are built up with the help of:

- interrogative pronouns (кім? қандай? қай? etc.)

e.g. Сіз қайда жұмыс істейсіз? – Where do you work?

- particles (ба / бе, па / пе, ма / ме)

e.g. Сіз қазақ тілін үйренесіз бе? – Are you learning the Kazakh language?

- intonation

e.g. Махаббат? – Is it love?

Imperative sentence

Imperative sentences are expressed with the help of a verb of the second and third person in imperative mood

e.g. Осы суды ішпеңізші. – Don't drink this water please.

e.g. Ол кілем тазаласын. – Let him clean the carpet.

Exclamatory sentence

Exclamatory sentences express different emotions:

e.g. Қандай жақсы кітап! – What a good book!

Word order in the Dutch and the English languages

Word orders in Dutch and English have a lot in common as the languages belong to the same language family and the same language group. First of all, word order in both languages is connected with the communicative or structural type of a sentence. Both in Dutch and in English an auxiliary verb is given the initial position in a general question and the second one – in a special question. A special question in both languages begins with a question word. Finally, word order in imperative sentences in both languages is the same.

Nevertheless, there are several considerable differences. The first one is connected with the position of a main verb in a sentence: whereas we put it on the last place in a sentence in Dutch,

it stands right after an auxiliary or a subject in English. In that way a simple sentence in Dutch has such a frame structure characteristic of the German language as well. Furthermore, it is not possible in Dutch to place a subject before a predicate if we have begun a sentence with a minor part of the sentence. But the difference between word order in Dutch and in English consists in building up compound sentences. Word order in an English compound sentence remains the same whereas in the Dutch language a verb is used in the final position in a subordinate clause.

Declarative sentence / statement

_____ (_____).

_____ (_____).

Affirmative sentence:

e.g. Ik wil dit boek vanavond lezen. – I want to read this book tonight.

e.g. Gisteren heb ik hem mijn potlood gegeven. – Yesterday I gave him my pencil.

Negative sentence:

e.g. Hij zal morgen een schilderij voor mij niet tekenen. – He will not paint a picture for me tomorrow.

e.g. Helaas konden wij niet gisteren naar jou komen. – Unfortunately, we could not come to you yesterday.

Interrogative sentence

(Δ) _____ (_____)?

General question:

e.g. Ben jij mijn naam vergeten? – Did you forget my name?

Special question:

e.g. Waarom heb jij jouw collega op de conferentie niet uitgenodigd? – Why didn't you invite your colleague to the conference?

Imperative sentence

===== - - - - - !

e.g. Geef mij dat schrift! – Give me that copybook.

Compound sentence

Main sentence, conjunction _____ - - - - - _____.

e.g. Onze ouders hadden geen auto, toen zij jong waren. – Our parents had no car when they were young.

Part 2. Methods of teaching word order of the English language in Kazakhstan and the Netherlands

This part of the work comprises the brief description of methodology of foreign language teaching in Kazakhstan and in the Netherlands emphasizing the main difference between the ways of introducing a new grammatical structure in the foreign language class.

Methodology in Kazakhstan

The overwhelming majority of teachers in Kazakhstan use the standard, i.e. deductive way of teaching grammar of a foreign language. It means that they try to explain the rule before giving an example and exercises with the grammatical structure in question. After having provided the sufficient explanation, a teacher usually supports the rule with a number of examples and makes students build up their own one. Then students are to do tasks helping them recognize, build up and use the new structure in their speech.

Their unwillingness to change their traditional style of teaching teachers explain, other considerations apart, by the fact that students often prefer the deductive way of introducing grammar they are used to because it is difficult for them to extract an unfamiliar structure out of the given examples and to apply them correctly later. In their opinion, students trying to conceive a new grammatical structure out of the context are more likely to make mistakes caused by interference of their mother tongue / the first foreign language (Issenova, 1984).

But some teachers, especially in language centres, practise unconventional ways of introducing a new grammar topic to students. Even having homogeneous (according to their mother tongue) language groups at their disposal they do their best to avoid using Kazakh as a mediator while teaching a foreign language.

Methodology in the Netherlands

There are teachers in the Netherlands, indeed, who work in the same traditional way, i.e. first explain a new topic to students listing the cases when the structure in question may be applied, give them examples of these cases with the detailed elucidation and then make students practise the rules by doing different exercises to facilitate memorizing the structure and understanding situations in which it may be used (Visser, 2010).

But it is also quite popular among teachers to use the inductive way of introducing new grammar when students need to recognize the structure by themselves out of examples given by a teacher. The supporters of such approach criticize the deductive method of teaching for students do not have any opportunity to see the structure work in the language context and therefore, do not develop their linguistic intuition. Consequently, they claim that by implementing the inductive way teachers can increase the level of understanding and memorizing the piece of grammar in question.

Thus, choosing the correct way of introducing grammatical structure of a foreign language becomes of key importance to teachers aiming at effectiveness of language acquisition (Berry & Loughran, 2012). A good teacher, however, combines both approaches to enable students with different learning styles to master the grammar of the English language at the more or less same level. We have presented the approximate proportion of teachers using the traditional deductive way of introducing a new grammar in the foreign language class, teachers explaining it in the inductive way and those who prefer to combine both variants to get the rough idea of the situation in Kazakhstan and in the Netherlands. The figures are given

on the basis of polling made with faculty at KAZGUU University in Kazakhstan and Leiden University in the Netherlands [Appendix A].

Part 3. Tips to teach word order of the English language for teachers of Kazakhstani higher institutions

For the practical part of our research several theoretical resources have been explored both of Kazakhstani and foreign (including Dutch) authors familiarizing us with the main principles of bilingual education in the Netherlands and describing the situation with interference of students learning the English language both of Kazakh and Dutch background. Moreover, there is analysis of the information collected while interviewing students of Dutch universities as well as teachers of the English language in the Netherlands.

Several interviews with Dutch students have helped find out their typical mistakes connected with word order in English sentences caused by the influence of peculiarities of their mother tongue. The most common one consists in placing an auxiliary verb on the second position in an affirmative sentence even if they started it with a minor part of the sentence.

As far as teachers of English in the Netherlands are concerned, the researcher has been provided an opportunity to interview two teachers of the English language in a detailed way: Hilde Vonk, a freelance teacher of English at Leiden University Language Centre [Appendix B], and Annemiek Wegman, a teacher of English at Rotterdam Language Centre. It has formed an idea of the most common used methods of teaching grammar of the English language [word order in particular] in the Netherlands.

As a result of the practical investigation, it has been decided to come up with the tips to teach word order in a sentence in the English language for teachers of Kazakhstani higher institutions.

1. Make a list of students' typical mistakes connected with word order in the English language and define which mistakes are caused by interference with their mother tongue [the Kazakh language].

It is evident that before treating some illness we have to diagnose a case. In this situation we need to know exactly which errors in word order of an English sentence we should struggle against, which of them are caused by individual peculiarities of a speaker and which of them are made because of interference with their mother tongue.

2. Prepare visual aids (e.g. schemes) for students clearly showing differences between word order in Kazakh and English and hang them on the wall in your classroom [Appendix C].

The positive effect of visualization principle which was described by Yan Amos Kaminski for the most of people is beyond any doubt. Visual memory supported by other types of memory (auditory, kinesthetic) will lead to long-term memorizing particular structures.

3. Keep pointing out at differences between word order in the mother tongue of your students and the English language.

By reminding your students about their mistakes you can make them remember the grammatical structure in both languages and repeat it automatically in a correct way because according to psychological investigations, an ordinary person can remember a word only after he / she has repeated it seven times. In addition, students will constantly have to think about differences between the English language and their mother tongue.

4. Use as often as possible translation exercises showing your students the differences between word order in their mother tongue and the English language.

First of all, it is another way to remind your students about differentiation between language systems of their mother tongue and their target language they are always to keep in mind.

Moreover, they will memorize the structure through action, i.e. develop their motor memory by comparing characteristic features of word order patterns for each communicative type of sentences in both the Kazakh and the Dutch languages.

5. Use in addition to ordinary grammar exercises unconventional methods of teaching grammar.

Although it sometimes quite challenging for a teacher to think up a creative form of work when it concerns grammar it is worth spending time on it. Poems, songs, jokes, and games can not only enliven your lesson, but also help students memorize the grammatical structure and avoid interference errors in future.

Poems [see Appendices D, E and F] suggested in Appendix D (in Kazakh), Appendix E (in Dutch) and Appendix F (in English) can serve as an example of peculiarities of word order in the considered languages. A teacher can use them for various exercises to practise grammar of the English language (word order in particular) including translation.

There is also an example of a game [Appendix G] which could enable students of different levels (beginner – intermediate) to train word order patterns of the English language in an unusual and interesting way.

Conclusion

Investigation into the issue brought up as the title of the research work, have brought to the following outcomes:

- 1) The peculiarities of Kazakh and Dutch word order are compared with word order in the English language and the differences for each type of a sentence are explained.
- 2) The main features of the Kazakhstani and Dutch methodology of teaching grammar of the English language are described with a focus on the deductive and inductive ways of introducing a new grammatical structure.

- 3) The situation with bilingual education in the Netherlands as compared to the situation in Kazakhstan is explored and its characteristic features are revealed which influence peculiarities of language acquisition in both countries.
- 4) Tips to teach word order in the English sentence for teachers of Kazakhstani higher institutions are given with reference to concrete examples presented in the appendices.

The problem explored in this mini-research can be certainly expanded for we have only touched upon one of various aspects of teaching the English language in different language environments. Thus, there are different possibilities to continue working on the research which can be reduced to two main directions: theoretical linguistic investigation and practical methodological research. In other words, it is possible to develop either the linguistic or the educational aspect of the work.

The linguistic thesis may be devoted to comparative analysis of specific features of language systems in question (such as using parenthetical means, declension of nominal parts of speech, conjugation of verbs, etc.) as well as to researching factors influencing grammatical peculiarities of every language system in the synchronic and diachronic aspects.

The methodological direction may comprise various ways to avoid errors connected with different word order patterns in different language systems. Furthermore, one of the perspectives of methodological exploration is investigating difficulties of teaching other second languages (e.g. German) for learners with different language background. Finally, the methodological research may be dedicated to comparing the English language acquisition of students with Kazakh and Russian language background which is of paramount importance in Kazakhstani higher institutions.

REFERENCES

- Baker, C. (2002). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters
- Berry, A., & Loughran, J.J. (2012). *Developing science teacher educators' pedagogy of teacher education*. In: B. Fraser, K. Tobin and C. McRobbie (Eds.), *Second International Handbook of Science Education*. Dordrecht: Springer. 5
- Blackwell, W., Malden, M., (2012). *Teaching grammar*. In: Ellis, R. *Language teaching research and language pedagogy*.
- Coyle, D., P. Hood, D. Marsch (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press
- Uitgeverij Contact Amsterdam / Antwerpen
- Lyster, R. (2007). *Learning and teaching languages through content. A counter-balanced approach*. Amsterdam: John Benjamins
- Mehisto, P., D. Marsch & M.J. Frigols (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. London: MacMillan
- Visser, A. (2010). *International Education in a National Context. Introducing the IBMYP at Dutch national schools*. In: *Journal of Research in International Education*. September 2010
- Барысова, Н.Т., Жайшыбаев, А.А. [Barysova, N.T., Zhaiyshybayev, A.A.] *Актуальные аспекты предложения в английском и казахском языках*. – Шымкент, 2007. Академия Инноваций
- Валяева, Т.Б. [Valyaeva, T.B.] *Порядок слов в предложении казахском языке*. [http: / Kaz. Tili.kz](http://Kaz.Tili.kz)
- Исенова, Б.С. [Issenova, B.S.] *Интерференция при изучении английского грамматического минимума в казахской школе // Языковые контакты и интерференция*. – Алма-Ата: КазГУ, 1984. – с. 38-39

NOTES

It is common knowledge that almost all non-native speakers learning their second language make phonetic, lexical and grammatical mistakes determined by the psychological peculiarity of the human mind to transfer the features of something familiar to something new. In other words, they use the same pronunciation patterns, similar lexical units and grammatical structures in their target language which they are accustomed to in their mother tongue.

The problem of interference between the target and native languages of a learner is not new for methodological researches. Nevertheless, we consider it worth investigating the suggested issue for several reasons. First of all, the solution to the problem has not been found yet, so we still need some algorithm which would enable students to avoid mistakes caused by interference. In addition, it is necessary to explore the influence of every particular language on the nature of transferring its peculiarities to the target language.

In our mini-research we decided to choose word order as one of the grammatical aspects which are easier to compare in the considered languages. However, it is possible to take any grammatical, phonetic or lexical phenomenon as the basis for such comparison.

As far as the choice of compared languages is concerned, it can be explained by the degree of their genealogical affinity. While Dutch and English belong to the same [Indo-European] language family and even to the same [Germanic] language group and the same [West-Germanic] branch, Kazakh and English do not have anything in common in their genealogical classification: the Kazakh language pertains to the Turkic language family, Northwestern Common Turkic (Kipshak) language group, South Kipshak (Aralo-Kaspian) branch. Thereby, we intended to prove that the nature and the number of mistakes learners make in their target language depend on the degree of its affinity to their mother tongue.

Thus, the research is aimed to compare peculiarities of bilingual education [ways of teaching the English language in particular] in Kazakhstan and the Netherlands on the basis of

comparing differences between language systems [word order in particular] in the mother tongue of students of both countries.

To achieve the given aim, the following objectives were set:

- 1) to investigate peculiarities of word order in Kazakh, Dutch and English defining their similarities and differences;
- 2) to show the influence of these peculiarities on language acquisition of students in Kazakhstan and the Netherlands including risk of mistakes caused by interference;
- 3) to give tips for using these peculiarities in teaching practice in Kazakhstani higher institutions to avoid errors determined by interference of students' mother tongue.

The set objectives brought to the front two main areas of the work:

- 1) educational aspect, i.e. language education [teaching the English language] in Kazakhstani and Dutch higher institutions;
- 2) linguistic aspect which consists in investigating peculiarities of language systems [word order] in Kazakh, Dutch and English.

Hence, it is possible to define variables of the research:

- 1) independent variable: peculiarities of word order in different communicative types of sentences in Kazakh, Dutch and English;
- 2) dependent variable: level of students' language acquisition and susceptibility to interference in particular;
- 3) intervening variable: methods of teaching the English language used in different language environments.

Four main methods were applied in the research:

- 1) method of comparative analysis;
- 2) descriptive method;
- 3) method of interview;

4) statistic method.

The comparative analysis was used to consider the differences between word order patterns in all types of sentences in English, Kazakh and Dutch. Peculiarities of word order in different communicative types of sentences in the compared languages determined by their genealogical origin were shown in schemes and supported by examples. It should be noted that only one structural type of sentences (i.e. simple sentences) was taken into account in all languages. The more complicated syntactic structures (i.e. composite sentences including complex and compound ones) require additional consideration. It becomes obvious from the schemes to what extent word order patterns of Dutch and English are close to each other and how they differ from the Kazakh word order. These observations may also confirm the correlation between syntactic structures characteristic of a particular language and its genealogy. However, the analysis has not revealed the reason for differences between syntax of Dutch and English. Moreover, the results of comparison do not consider any divergences from a normative language including colloquial speech and belles-lettres style.

The descriptive method was implemented while presenting the situations with methodology of teaching the second language in Kazakhstan and the Netherlands. As grammar was taken as the aspect for comparison, it was considered sound to examine the usage of deductive and inductive approaches as well as combination of both methods in introducing grammatical phenomena and principles of the target language. It was aimed to reveal the preferred method of teaching the English language among Dutch and Kazakhstani teachers of English in higher institutions. Thus, the results achieved during the statistical analysis were described and arguments providing an explanation for the methodological trends in Kazakhstan and the Netherlands were given, for description of methodological preferences of Kazakhstani and Dutch teachers of English would not have been comprehensive if factors influencing the effectiveness of English language acquisition in both countries had not been mentioned. It is

common knowledge that a wide range of factors may have an impact on the way of foreign language learning as well as to what extent the desired results can be achieved in the given conditions. It is, therefore, worth pointing out that we did not take into account all of these factors, but made an attempt to emphasize the significance of linguistic factors without analyzing the extra-linguistic ones such as age of learners which is in most cases not the same in countries in question. It is determined by language environment enabling teenagers in the Netherlands to learn English quicker than in Kazakhstan where there are no TV channels in this language and by far the majority of people do not speak English at the level which would be sufficient to communicate in everyday as well as in academic situations. Hence, the younger generation in the Netherlands do not usually need any special course of English by the age of 18 when they enter universities or start working while freshmen in Kazakhstani universities have a very weak command of English unless they finish specialized linguistic gymnasiums or lyceums. So, teachers of the English language in Kazakhstan are to motivate students to learn the language within a very short time limit when they have to put in great efforts to achieve the desired result.

So, to find out the main ways of language acquisition in both countries the method of interview was chosen and some instructors at Leiden University Language Centre and Rotterdam Language Centre in the Netherlands and Translation Studies and English Language Departments of KAZGUU University in Kazakhstan were talked to. The text of an interview with Hilde Vonk, a freelance teacher of English at Leiden University Language Centre is attached in Appendix B. In this interview Hilde Vonk shared her experience with both Dutch and international learners of English, talked about difficulties she faced while teaching students from different countries at Leiden University Language Centre. Moreover, speaking about the comparison of structures in the target and native languages of learners she mentioned that it was not always useful for her to focus students' attention on it because it

might lead to interference in case the structures in question are absolutely different. It was also interesting to compare the peculiarities of teaching in Leiden University Language Centre and Rotterdam Language Centre where we managed to interview Annemiek Wegman, an experienced teacher of English, who was eager to share her professional knowledge and skills conducting various workshops for her native and international colleagues.

To complete the work on the ways of teaching the English language in the considered countries it was necessary to apply the method of statistical analysis. The obtained results of the interviews in figures are presented in the bar chart given in Appendix A. The bar chart clearly demonstrates the difference of approaches to teaching the English language used in Kazakhstan and the Netherlands.

The most part (about 69 %) of interviewed teachers at Translation Studies as well as at English Language Departments of KAZGUU University named deductive approach as their preferred method of introducing a new grammar topic. They explained their choice by several reasons. First of all, they claimed that students in Kazakhstan got used to such way of delivering a new material at school therefore, it would be easier for them to choose the same way at the university. Moreover, some teachers believed that inductive approach was more efficient with children while adults digested the knowledge better in the deductive way.

The number of teachers preferring the inductive method for explaining a new grammatical theme was much lower (approximately 22 %). In their opinion, it was much more effective for students to see a grammatical structure function in a particular situation, to elicit its meaning out of the context and to practice the structure in other situations than first to learn the rules and then to drill them in various exercises.

And the smallest part of interviewees argued in favour of combining both methods. They thought that the choice of a method depended on several factors including the nature of a grammatical phenomenon which is going to be introduced and individual peculiarities of

learners. Some instructors found that it would be more appropriate to use the inductive approach and to make students reveal a grammatical structure in a text if the structure was not complicated and vice versa, if the grammatical phenomenon might cause any difficulties, it would be more reasonable to explain it before practicing in exercises. In addition, this group of teachers was sure that the choice of an approach in every particular situation could be influenced by individual preferences of learners.

As far as interviews in the Netherlands are concerned, our target group was instructors at Leiden University Language Centre and Rotterdam Language Centre. We managed to talk only to 19 teachers. The bar chart illustrates the difference in preferences of Kazakhstani and Dutch teachers of English: we can see that the most teachers (about 58 %) chose the inductive approach as the most efficient one for introducing a new grammatical topic. To their mind, it corresponds to the existing methodological paradigm and enables students to analyze the language context and to elicit a new grammatical structure. Moreover, it contributes to developing the ability to analyze a linguistic situation and to draw a conclusion out of made observations.

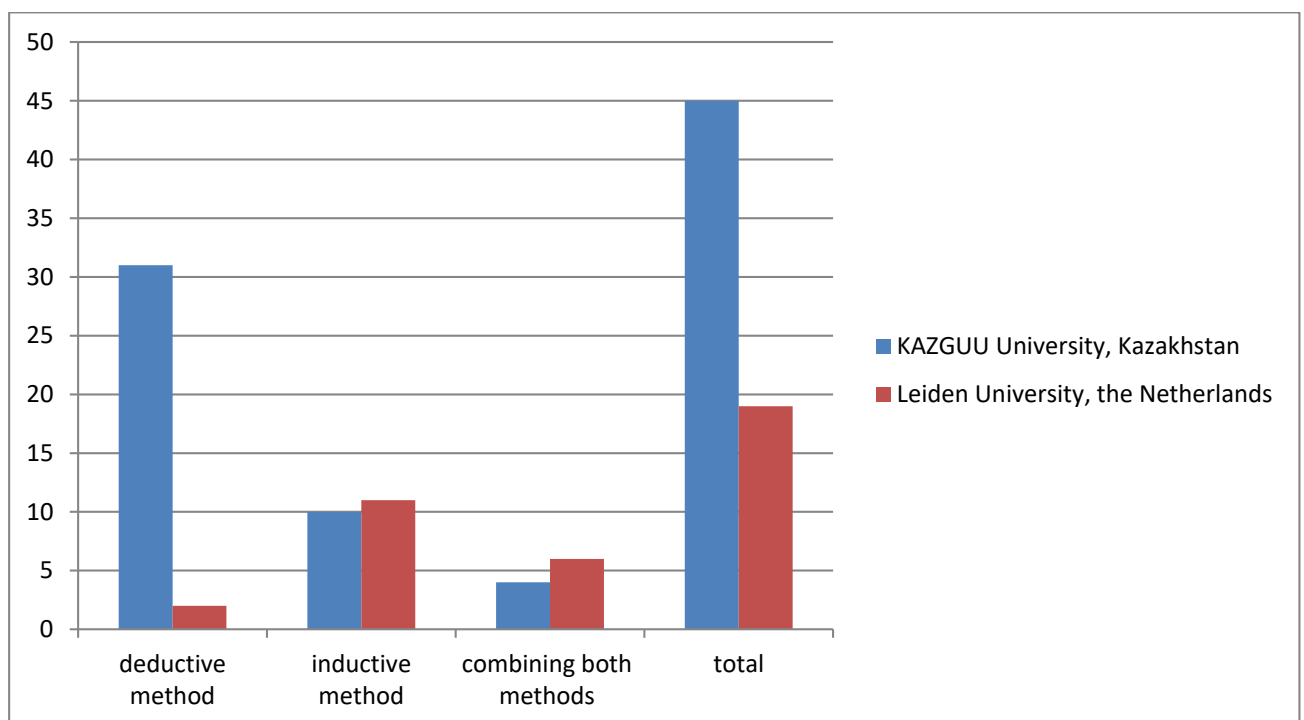
Only a few teachers (about 11 %) were of the opinion that it was better to use the deductive approach for presenting a new grammatical phenomenon. They argued in favour of this variant, for they are convinced that following the given algorithm would enhance cognitive faculties of a learner. The supporters of this way of teaching in Leiden University Language Centre and Rotterdam Language Centre claim that all the essential knowledge and skills are gained in a deductive way.

Furthermore, during the statistical analysis it was found out that there were more teachers in the Netherlands supporting combination of both deductive and inductive methods of introducing grammatical structures of a foreign language than in Kazakhstan (about 32 %). Some of the teachers having selected this answer explained it by their own experience of

learning. They remembered having difficulties with the suggested way of learning during the second language acquisition. Nevertheless, it could not be said about the whole process of learning. Therefore, the most reasonable way of understanding and memorizing a new grammatical phenomenon of a foreign language is considered to be combination of methods.

APPENDICES

Appendix A. Methodological diversity in Kazakhstan and the Netherlands



Appendix B. Interview with Hilde Vonk, a freelance English teacher at Leiden

University language centre, the Netherlands

A.B. – Anar Kh. Baizhanova

H.V. – Hilde Vonk

A.B.: Hello, my name is Anar and I have been trained in Pedagogy and Psychology for university teaching staff at ICLON / Leiden University in the Netherlands within the international scholarship “Bolashak” of the President of the Republic of Kazakhstan since

September. As a part of my internship, I have to carry out a domestic research on bilingual education in Kazakhstan and the Netherlands. Within this project I am to interview several teachers of English at Leiden University Language Centre. Could you help me?

H.V.: Yes, sure.

A.B.: Excellent. We will start. First, could you introduce yourself?

H.V.: My name is Hilde Vonk. I have been working as a freelance teacher of English at Leiden University Language Centre for 5 years. At the same time, I work in other language courses. Overall, I have been teaching for 12 years.

A.B.: So, you have quite a big experience. Which category of students do you mostly work with?

H.V.: If you mean the age of students, they vary approximately between 10 and 25.

A.B.: What about their language background?

H.V.: It is also different. I teach Dutch teenagers and young people of different nationalities, who are mostly international students at Leiden University. Dutch students are usually able to communicate in English by 17-18, so they do not need any additional language support while studying at the university. Therefore, I do not usually work with Dutch students.

A.B.: Interesting. Who are easier to work with?

H.V.: It depends first of all on individual peculiarities of learners, but in general, I think I am more effective in working with Dutch students.

A.B.: Why?

H.V.: There are different reasons, I believe. First, they are younger and more capable of intuitive learning. Then, they have the same language background as mine, so it is easier for me to compare some structures for them. With international students I do not always have such an opportunity.

A.B.: I see. You said you compare some grammatical structures of the students' native and target languages. Does it always help you achieve higher results?

H.V.: Not always, of course. Such comparison is especially helpful when structures are similar. The differences in structure may lead to interference.

A.B.: Can they avoid interference if they are not pointed out at such differences?

H.V.: Well, I don't think so. But sometimes it's possible.

A.B.: Ok. And what do you do to make them avoid such mistakes?

H.V.: So, it is a very tricky question. I would say the only way for them to avoid mistakes caused by interference is to practice. The more the better. Until it becomes automatic.

A.B.: And there are no other methods to train them a little bit quicker?

H.V.: There are definitely some techniques. Their choice depends on the grammatical phenomenon different in the first and second languages.

A.B.: If you speak word order?

H.V.: As for word order, it can be, e.g. repeating the same sentence in the native and target language several times until the difference becomes obvious to learners.

A.B.: And how do you solve the problem with international students?

H.V.: Sometimes I try to learn some peculiarities of their mother tongues, but in most cases I give them concrete schemes and drill these patterns with them.

A.B.: Ok. Thank you for your time. It was very interesting and useful for me!

H.V.: You're welcome. It was pleasant for me too. Goodbye!

A.B.: Bye! Have a nice day!

Appendix C. Schemes of word order in Kazakh and EnglishKazakh

General scheme:

_____ .?!

Imperative sentence:

-----.

Exclamatory sentence:

Қандай _____ !

English

Affirmative sentence:

_____ .

Negative sentence:

_____ not _____ .

Interrogative sentence:

(Question word) _____ ?

Imperative sentence:

-----.

Exclamatory sentence:

(What a ... / How ...) _____ !

Appendix D. A poem in KazakhОтан. Мұқағали Мұқатаев

Отан!!

Отан!

Сен болмасаң, не етер ем?

Мәңгілікке бақытсыз боп өтер ем,

Өмірден бұл өксуменен кетер ем.

Құс ұясыз,

Жыртқышінсіз болмайды.

Отансыз жан өмірінде оңбайды.

Өзін-өзіқорлайды да, сорлайды.

Тірі адамға – солқайғы!

Күн көреді,

Әкесіз де, анасыз,

Өмір сүрер.

Әйелсіз де, баласыз,

Ал Отансыз –

Нағыз сорлыпанасыз?

Білесіңбе...

Appendix E. A poem in Dutch

Wie krijgt er een baby?

"We krijgen een baby, binnenkort,"

zegt mama tegen mij.

Maar dat is niet waar.

Mama krijgt die baby niet meer.

Mama heeft hem al lang.

Hij beweegt en bokst in haar bolle buik.

Hij borrelt en bonst en maakt geluid.

Dat heb ik zelf gehoord.

Met mijn oor op mams buik.

Ik wil hem nu ook wel eens wiegen.

Ik wil zien hoe hij trappelt en schopt.

Ik hoop dat hij gauw geboren wordt.

Dan krijgen papa en ik een baby.

Appendix F. A poem in English

Where the sidewalk ends. Shel Silverstein

There is a place where the sidewalk ends

And before the street begins,

And there the grass grows soft and white,

And there the sun burns crimson bright,

And there the moon-bird rests from his flight

To cool in the peppermint wind.

Let us leave this place where the smoke blows black

And the dark street winds and bends.

Past the pits where the asphalt flowers grow

We shall walk with a walk that is measured and slow,

And watch where the chalk-white arrows go

To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,

And we'll go where the chalk-white arrows go,

For the children, they mark, and the children, they know

The place where the sidewalk ends.

Appendix G. Word order game

Naval Battle Game

Students have to divide into several groups. Each group gets a field with squares where there is a task (to put into correct order / to translate / to correct the mistake / to change the type of the sentence). The groups are to shoot each other in turn (e.g. A3) and another team is to do the task in the respective square. They have 1 minute to think. If they are not able to give an answer another group may answer. For each correct answer the team gets a point. By the end of the game the teacher calculates the points of each group and names the winner.

Sample field*

	A	B	C	D
1	<i>Put words into correct order:</i> the, daughter, reading, book, at, is, a, moment, my.	<i>Put words into correct order:</i> do, my, I, visit, usually, on Sundays, grandmother, not.	<i>Put words into correct order:</i> show, your, week, why, you, dress, did, last, new, me?	<i>Put words into correct order:</i> some, me, for, pencil, give, this, minutes!
2	<i>Translate into English:</i> Мен дәл қазір досыммен кітапханада сөйлесіп отырмын.	<i>Translate into English:</i> Мен бүгін сенімен дүкенге бармаймын.	<i>Translate into English:</i> Сен маған ертең досыңмен келесің бе?	<i>Translate into English:</i> Сенің дауысың қандай тамаша!
3	<i>Correct the mistake:</i> She already has finished her home work.	<i>Correct the mistake:</i> He not is going to the restaurant tonight.	<i>Correct the mistake:</i> Did read you this book last year?	<i>Correct the mistake:</i> Me send the information about your education!
4	<i>Make the affirmative sentence:</i> Did you find a new flat for your sister?	<i>Make the negative sentence:</i> She called him yesterday.	<i>Make the interrogative sentence:</i> You often play with her children in the yard.	<i>Make the exclamatory sentence:</i> Today is a wonderful day.

*The number of squares may vary and depends on the number of teams, on the time limit, etc.