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**THE INTERCULTURAL EXPERIENCE OF KAZAKHSTANI SPEAKERS OF ENGLISH
DURING SHORT TERM VISITS ABROAD**

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Annotation

Owing to the recent developments in ICT technologies and easy travelling facilities, more and more people quite likely to communicate with others who have quite different cultural backgrounds for many reasons. Citizens of Kazakhstan also travel broad for educational, touristic, academic, health or business purposes. Except for the citizens of the former Soviet (USSR) Republics, the English Language is a means of communication, while they are travelling abroad. Does their knowledge of English help them survive and rather succeed in their interactions in intercultural situations? What sort of situations tend to include risks of communication failure?

Key words: Kazakhstani students, Intercultural Communicative Competence, Intercultural Sensitivity, Culture, Culture shock, Cultural dimensions,

Аннотация

В связи с последними событиями в ИКТ технологий и легких объектов путешествия, все больше и больше людей, весьма вероятно стали общаться с другими людьми, которые имеют совершенно разные культурные традиции по многим причинам. Граждане Казахстана также широко путешествуют для образовательных, туристических, академических, здоровительных или бизнес целей. За исключением граждан бывших республик Советского Союза (СССР), английский язык является средством общения, в то время как они путешествуют за границей. Поможет ли их знание английского языка им выжить и довольно успешно взаимодействии в межкультурных ситуациях? В Каких ситуациях, как правило, включают в себя риски потери связи?

Түйін

ИКТ Технологияларының соңғы даму оқиғаларымен және артық саяхаттың объектілерімен байланысты, көптеген адамдар бірнеше себептер бойынша мүлде әр түрлі мәдени дәстүрлер ие болған басқа адамдармен араласуға өте ықтимал болып келеді. Қазақстанның азаматтары да білім алу, туристік, академиялық, сауықтырғыш немесе бизнес мақсаттарында кең саяхаттап келеді. Бұрынғы Кеңес Одағы Республикаларының азаматтарын алмағанда, шет елдерді саяхаттау барысында ағылшын тілі байланыс құралы болып табылады. Олардың ағылшын тілінің деңгейі олардың мәдениетаралық баланыс барысында өмір сүріп, ілгері жылжуға көмектесер ме екен? Қандай жағдаларда байланыстың жоғалуының тәуекелдері бар?

Introduction

As the joining bridge between Europe and Asia , Kazakshtan serves as the important connection between European and Asian socio-cultural prospectum within a global world. Thus I would like to investigate about the country's young generation-Kazakhstani students' social and cultural context. Why exactly they are chosen as my investigation's main source because they are future upholders of Kazakhstani society and they are future business and economic leaders.

Conversely, in 1819 as the German scientist Herbart argued that the individual could be understood only in a social context. Within this framework, as scientist Byram states that foreign language learner is viewed as “intercultural speaker” , someone who “transits cultural property and values”. So it would be wrong saying that Kazakhstani students can only be known by their surroundings, by their parents, by

their peers, by their institution. Even though they are hardworking and friendly among each other, the question arises how they can show themselves towards intercultural perspectives?

Here it should be right to mention about the term Intercultural Communicative Competence. Looking into Mychael Byram's study, ICC in general terms is identified as "the ability to communicate effectively in cross-cultural situations and relating to that behave appropriately according to cultural understandings". It is the ability to communicate across cultures and to relate appropriately within the culture. The competence is relied on basic factors such as respecting each other concerning to cultural awareness, cultural sensitivity and of course cultural differences. [1]

Nowadays our Kazakhstani students are educated, well-informed, and respectful to another cultural preferences because they have travelled to many developed countries such as the USA, the UK, China, Malaysia, Thailand, Turkey. And to gain such experience, to develop cultural awareness, there are many programs in Kazakhstan which allow students to work and study abroad. There are plenty of them: FLEX (Future Leaders...), "Work and Travel in the USA", AIESEC, "Bolashak" (which gives chance to students studying BA and MA degrees in the USA, "Education courses in the UK, China", also I can include exchange programs to Turkey in my university. These programs can certainly assist learners in growing their interpersonal skills, cultural awareness, and in the end intercultural communicative competence.

Background

As a complex phenomenon, ICC encompasses multiple components. These include: a variety of traits and characteristics, three areas or domains, four dimensions, proficiency in the host language, varying levels of attainment throughout a longitudinal and developmental process. [2]

If to say about four dimensions, According to Michael Byram, intercultural competence involves five elements: *Attitudes*: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. *Knowledge*: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. *Skills of interpreting and relating*: ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own. *Skills of discovery and interaction*: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction. *Critical cultural awareness/political education*: an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. [3]

Clearly, awareness development is a vital important part of the development of ICC, without the notion of its development we can not go ahead. For that reason language learners should always ask "How and in what degree we work on awareness development" and "What types of activities and experiences assist participants increase awareness in Themselves as cultural beings? From that notion we can absolutely say that it's the basic part of second and foreign language learning system.[4]

Proficiency in the Host Language_– The ability to communicate in the host language greatly enhances ICC development in both quantitative and qualitative ways. Grappling with another language confronts how one perceives, conceptualizes, and expresses oneself; and, in the process, fosters the development of alternative communication strategies *on someone else's terms*. This humbling and challenging process often facilitates transcending and transforming how one understands the world. Lack of a second language – even at a minimal level – constrains one to continue to think about the world and act within it, only in one's native system, and deprives the individual of one of the most valuable aspects of the intercultural experience.

Developmental Levels – ICC normally evolves over a lengthy and continuing process, occasionally with moments of stagnation and even regression. Much of what happens depends on the strength of one's individual motivation (instrumental vs. integrative) vis-à-vis the host culture. For this reason, establishing benchmarks can help to monitor and measure one's progress. Several levels (related to FEIL programs) are posited that help mark one's journey along the way. These are: Level I: Educational Traveler – e.g., participants in short-term exchange programs (1-2 months) , Level II: Sojourner – participants engaged in

extended cultural immersion, e.g., internships of longer duration, including service programs (3-9 months), Level III: Professional – appropriate for individuals working in intercultural or multicultural

contexts; e.g., staff employed in international institutions or organizations like FEIL and its MOs

Level IV: Intercultural/Multicultural Specialist – appropriate for trainers and educators engaged in training, educating, consulting, or advising multinational students

Other levels may be added or substituted as useful, as well as other terms such as: basic, intermediate, advanced, native-like. [5]

Here it should be significant to refer to Bennet's Developmental Model of Intercultural Sensitivity (DMIS). The main importance of this concept is a framework of providing understanding individual development and allowing to continuum from highly ethnocentric to highly ethnorelative, where ethnocentric world shows own culture as central reality, while ethnorelative world shows own culture in the context of other cultures.[6]

There are some modules of culture to examine culture in its broad context. One of them is **Edward T. Hall's Cultural Iceberg Model**. In 1976, Hall developed the iceberg analogy of culture. If the culture of a society was the iceberg, Hall reasoned, then there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. It means the external, or conscious, part of culture is what we can see and is the tip of the iceberg and includes behaviors and some beliefs. The internal, or subconscious, part of culture is below the surface of a society and includes some beliefs and the values and thought patterns that underlie behavior.

There are major differences between the conscious and unconscious culture. Hall suggests that the only way to learn the internal culture of others is to actively participate in their culture. When one first enters a new culture, only the most overt behaviors are apparent. As one spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behavior will be uncovered.

What this model teaches us is that we cannot judge a new culture based only on what we see when we first enter it. We must take the time to get to know individuals from that culture and interact with them. Only by doing so can we uncover the values and beliefs that underlie the behavior of that society.[7]

In addition to it, there are another five differences between cultures that will influence intercultural communication. They are : power distance, masculine and feminine orientation, collectivism and individualism, more or less uncertainty avoidance, and time orientations (Gudykunst, 1991; Hall & Hall, 1987; Hofstede, 1997). As we review these differences, we should recognize that they are matters of degree. Characteristics aren't necessarily present in one culture and absent in the other; rather they're present in both but to different degrees. And that's what discussion focuses on: degrees of differences, not absolute differences.

Power distance. This dimension deals with the fact that all individuals in societies are not equal, and it expresses **the attitude of the culture toward these power inequalities amongst us.** **Individualism.** The fundamental issue addressed by this dimension is **the degree of interdependence a society maintains among its members.** **Masculinity.** **The fundamental issue here is what motivates people, wanting to be the best (masculine) or liking what you do (feminine).** The dimension **Uncertainty Avoidance** has to do with ***the way that a society deals with the fact that the future can never be known.*** **Time orientations** . Cultures differ greatly in the way they view time. One important distinction is between displaced and diffused time orientations (Hall, 1959). In a displaced time orientation, time is viewed exactly. People with this orientation will be exactly on time. In a diffused time orientation, time is seen as approximate rather than exact. Another important distinction is that between monochronic and polychronic time orientations (Hall, 1959, 1976; Hall & Hall , 1987). Monochronic people or cultures schedule one thing at a time. The United States belongs to this group. Time is compartmentalized; there is a time for everything, and everything has its own time. Polychronic people or cultures, on the other hand, schedule a number of things at the same time. [8]

Methodology

Research questions are: *What is your English language Level?*

Did you pass TOEFL or IELTS? How much score did you get?

Which foreign country have you been to and how long? And what kind of program you were engaged into? Is it your first trip

1. Did you have funny cultural misunderstanding adapting to the USA society(life)? What kind of?
2. What kind of differences did you notice between ???? and Kazakh families (nations)?
3. What is the main point of culture shock while adjusting in ?????? for you?(Please describe how you felt culture shock ?)
4. What was communicational and emotional problem like shame, embarrassment for you?
5. When you come back home, how the visit affected on your attitudes relating to Intercultural Communicative Competence?(what kind of changes did you feel on your cultural, social and moral benefits or disadvantages)
6. What will you do or change if you go again to ???? (How will you behave differently?)

Relying on my study which was provided last year at the research course, I carried on my investigation and came to decision to do current study. The main population of my study is students with whom I went to the United States of America by the “Summer Work and Travel program”. Most of them are from Kazakhstan, and some others are from Russia, Thailand, Turkey, China, also I have had great opportunity to ask from my American colleagues and friends. In addition to them another 3 Kazakhstani students were the ones who went by the program FLEX (Future Leaders Exchange) . Apart from them I have asked students from Germany who came to our university for 4 week exchange program. So to be precise, main tools of data collection was questionnaire and its answers were discussed with the supervisor. Basically, the questionnaire type was open ended questionnaire where respondents had to write answers and submit them by social network and mail. In fact, 2 female respondents answered by mail, one of them is from Kazakhstan and these second one from the USA. Frantically, my counterparts from Kazakhstan, Russia, Thailand, Turkey, China, and the USA have answered to my questions by social network, which shows nowadays’ era is relied on internet and mainly on social network. Participants of social network consisted of 15 people, 9 of them were female respondents, and another 6 were male respondents, and in general 7 of them were from Kazakhstan, others were from above mentioned countries. The second tool was interview , being precisely semistructural natural recorded interview was transcribed. And its participants included 7 people. 5 of them from Germany, and 2 of them from Kazakhstan. Also another 5 participants answered by handout paper, who consisted of 5 Kazakhstani students, and 1 American teacher.

Results have shown that even short term programs have impacted on different cultures’ intercultural communicative competence. So taking a brief look at participants’ responses, Participant 1 said about Kazakhstani culture : “ I found that Kazakhs eat horse meat. Also Korean people eat dog. However, eating horse and eating dog are the same thing for me. And I don’t like it.” And also this participant added that “Your culture has just left in traditions and in ancient times but not nowadays.”. In addition to it, participant 2 said: “ Kazakhs supposed to be hospitable people but it’s mostly for foreigners comparing to their own people” and as I searched in one blog there it was written : “Kazakhs not so friendly and helpful, they are so only if they expect something for return from another person.

Concerning to American people Participant 3 said: “American people only think about money, and money”. Also another participant added to it: “American people always smile when they look at you, and you think that something wrong with you.

Regarding intercultural competence, participant 5 concluded : after the trip I became stronger and more determined. Another participant added to it that his/her worldview has changed.

Conclusion. In the end I would like to say that based on the finding of this study, the following recommendations for practice can be made. First, if educators and administrators determine that a work and study abroad experience is a vital part of a university education, leaders must be ready to justify this importance with research, which can provide increased

transparency in the promotion and design of programs. Regular assessment, including both pre- and post-testing, is needed to help measure and document the

changes occurring as a result of these experiences.

To be precise, my research would be effective to the teachers and students of intercultural universities such as SDU, and another universities abroad. In addition to it, teachers and students would use understanding difficulties of cultures while developing ICC in their English lessons and they would understand each other in a better way. It will be incredibly effective help for my future profession – teaching EFL to use the strategies to students, to foreign teachers appropriately

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COMPARATIVE ANALYSIS TEST ANXIETY OF JUNIOR AND SENIOR STUDENTS.

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Түйін

Аталмыш мақала тест жазу барысында бірінші және төртінші курс арасындағы студенттерінің қобалжу сезімінің қаншалықты айырмашылығы бар екенін және зерттеуге алынған тесттердің қайсысына студенттердің қобалжу сезімінің жоғарғы көрсеткішіне ие екенін анықтау. Зерттеу нысаны ретінде тесттің бес түрін қарастырдық. Қобалжу сезімінің орташа дәрежесі нәтижелі білім мен академиялық жетістіктерге оң әсерін тигізеді. Сулейман Демирел Университетінің 50 студенті арасында жүргізілген зерттеудің практикалық талдау нәтижелері талқыланып отырған мәселенің маңыздылығын дәлелдейді. Сонымен қатар студенттерде қобалжу сезімінің орташа дәрежесін дамыту тәсілдері ұсынылып отыр.

Abstract

The impact of anxiety on examinations has been very closely studied for a long time. There is general acceptance that debilitating anxiety negatively impacts examination performance slightly and that it does so via an interference mechanism in which task-irrelevant thoughts undermine a student’s ability to recall previously learned material. Students write tests, which may consist of Multiple choice, Essay, True/False, Matching and Filling the gaps which depend on the preferences of teachers. Some tests cause high anxiety, some less anxiety. In this research we investigate the level of anxiety between junior and senior students in various written tests.

Research aims and participants

The aim of this research was to determine and compare the different levels of anxiety between junior and senior students of Suleyman Demirel University and develop an ‘Anxiety Reduction Strategy