DIFFICULTIES OF SHIFTING FROM KAZAKH/RUSSIAN TO SPOKEN ENGLISH

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The learning and speaking foreign languages is demanded passion and time. There are many people who have spent more than five and ten years studying and learning their target languages. However, the stark fact is that only the half of people succeeds in their goals. Moreover they have problems in shifting from their native language to spoken English or other foreign languages. More and more people of the Kazakh and Russian-speaking learn and use English in their everyday life, works, and study. Depending on the abilities of people there can occur different problems. These problems are common to Kazakh and Russian speaking people as well. The difficulties and problems are often met among people or learners of the English. In our research work we have considered and analyzed the difficulties of shifting and tried to find new ways to solve these problems related to shifting from Kazakh/Russian to spoken English language.

Spoken language has two meanings. In one sense, it is any example of language produced using some of the articulatory organs, e.g. the mouth, vocal folds or lungs, or intended for production by these organs. In another way, it may refer to the entire act of communicating verbally - what people mean or intend, the words they use, their accent, and intonation and so on; anything, in fact, that might be found in speech rather than other forms of expression. Generally, spoken or oral language is language produced in its spontaneous form, as opposed to written language. The main features of a spoken language are:

- This is made on the spot – speakers are not prepared for their speech, so it is spontaneous process;
- It is mostly used for communication – we use spoken language when we communicate with other people and have conversation; a systematic means of communicating by the use of sounds or conventional symbols;
- Tends to be informal – spoken language is common language used between colleagues and friends;
- It is picked up visually and audio-logically;
- Contractions are used - it refers to the use of slang or colloquialisms in communication;
- Dynamic and immediate – spoken language are live and spontaneous;
- Body language and tone of voice indicated things – the advantage from written language is that people can use non-verbal means of communication;
- Came before written history.

Some Features of Spoken Discourse in daily life:
- Composed of idea units (combined short phrases and clauses);
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation);
- Employs more vague (rather unclear) or generic (simple) words than written language;
- Employs fixed phrases, fillers, and hesitation markers;
- Contains slips and errors reflecting online processing;
- Involves reciprocity (i.e., interactions are jointly constructed);
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context. (Luoma, 2004)

According to Luoma the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. [1]

Moreover, Luoma points out that speaking is done in real-time, learners’ abilities to plan, process and produce the foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce.

English, Kazakh and Russian are very different in many important aspects. In particular the grammar systems show significant variations. English has a fairly fixed word order. Meaning is expressed through the addition of words (for example auxiliaries) and movement of words within limited boundaries. Russian, on the other hand, conveys meaning largely through changes in the composition of words (e.g., by inflections or the addition of prefixes and suffixes). Its word order is very fluid. Because of these differences Kazakh people and Russians often find speaking English a serious challenge. [2]

Considering all aspects of speaking process it is stated that there are many problems and difficulties of shifting from Kazakh and Russian to spoken English. Generally, it is assumed that difficulties of speaking process can be classified into groups like linguistic, cognitive, and psychological.

Linguistic difficulties are based on general differences of languages: - grammar structure, variety of special phrases for spoken language – set expressions, lexical, semantic, grammatical, stylistic properties of each language. Deeply rooted in the behaviorist and structuralist approaches, contrastive analysis hypothesis claimed that the principal barrier to second learning acquisition is the interference of the first language system with the second language system. According to Lado in 1957 (in Brown, 2007), the patterns that caused difficulty could be predicted and described.

The grater the differences between the two languages, the more negative the effects of interference are likely to be. The effect of the mother tongue on the acquisition of the foreign language is decidedly significant and has been the focus on of the researchers for many decades. One of the aspects of the influence of L1 is known as language transfer or interference. While learning a foreign language, in many cases students employ their first or second language (L2) to try to communicate in the foreign one. As a result, this kind of approach encourages learners to follow the grammatical and lexical patterns of their mother tongue (L1) in the foreign language. A. Zh. Argynbayev noticed a common tendency among Kazakh students to use L1 (first language) and L2 (second language) lexis while
communicating in English either orally or in written form. According to him students were unaware of the fact that they were using the direct translation technique and false cognates in their speech and, therefore could not properly convey the message they had in their mind. [3, 201] During the research he considered the most frequent false cognates in students’ speech. It is common knowledge that when a student is learning a foreign language, he uses the first language as an effective instrument to make this procedure easier and faster. The result of the research conducted by A. Zh. Argyrybayev showed that students can easily be misled by false cognates and make mistakes that can cause misunderstanding. According to him students translated the word “интелегентный” as “intelligent, though intelligent people are not necessarily cultured. It is assumed and verified that the ratio between mistakes in false cognates and proficiency in the Russian language is direct. The better participants speak Russian, the more mistakes they are prone to commit.

A different view towards language transfer is suggested by L. Newmark who points out that “interference is not the first language getting in the way” of second language skills. Rather, it is the result of the performer falling back on old knowledge when he or she has not yet acquired enough of the second language. [4, 77]

The main problem is that people attempt to formulate linguistic rules with the information they have: from the native language (Kazakh/Russian); from the second language (Russian); from teachers and classmates. Psychological analysis of literature V.A Artemov, Belyaev B.V, Eluhina N.V., Zhinkin N.I., Zymnyaa IA showed that the main cause of difficulties in learning foreign languages (in our case – Russian, Kazakh and English languages) is the difference in their language structures.

Clifford Practor (1967) captured the essence of the grammatical hierarchy (Stockwell, Bowen, and Martin, 1965) in six categories of difficulty –it was applicable to both grammatical and phonological features of language. [5] He used the examples from English and Spanish. As for the features of Kazakh and Russian and English it is assumed that there is a tremendous difference between these languages.

Hierarchy of difficulties:

• 6 categories of difficulty in ascending order. Applicable to both grammatical and phonological features of language. “Zero”= one-to-one correspondence and transfer “Fifth” = the height of interference. Transfer:
  • No difference or contrast is present between L1 and L2.
  • Positive transfer of a sound, structure or lexical item from L1 to L2.
  • Level 0. No difference or contrast is present between the two languages. The learner can simply transfer a sound, structure, or lexical item from the native language to the target language.
  • Level 1 –coalescence two items in the native language become coalesced into essentially one item in the target language. Example: English 3rd p. possessives require gender distinction (his/her) and in Kazakh they do not (Оның, оған)
  • Level 2 under differentiation – an item in the native language is absent in the target language. The learner must avoid that item. Example: (the category of case (Kazakh-7 types, in Russian -6 types)-while in English instead of the endings of declension the prepositions are used.
  • Level 3 Reinterpretation – an item that exists in the native language is given a new shape or distribution. Example: new phonemes require new distribution of speech articulators - (Kazakh –is equated to [ŋ], while it is absent in Russian etc.
  • Level 4. Over differentiation – a new item entirely, bearing any similarity to the native language item, must be learned. Example: Kazakh and Russian speakers must learn the use of determiners in articles in the English language.
• Level 5. Split – one item in the native language becomes two or more in the target language requiring the learner to make a new distinction. Kazakh and Russian speakers must learn the distinction between (sun) and (son).

Predictions of difficulty by means of contrastive procedures had many shortcomings. The process could not account for all linguistic problems or situations not even with the 6 categories. Lastly, the predictions of difficulty level could not be verified with reliability.

According to the grammatical peculiarities the salient difference between these languages is the absence of articles in Kazakh and Russian languages. The other problems with grammar are that in Kazakh and Russian different grammatical aspects are transmitted at the word level. [6, 15]

Cognitive – thinking in native or second language (Kazakh or Russian) – is the crucial problem of translation of thoughts from Kazakh, Russian to English language.

Thesis about thinking in a foreign language implies full convergence and even the identification of thinking and communication. To communicate means to think. The speech and thinking are not separable processes from each other. [7, 75]

The speech in a foreign language should not be stereotyped and consisted of memorized speech standards; moreover it always has to be characterized by novelty and originality in both its content and in its lexical and grammatical form. [8, 13]

According to the book of the Belyaeva a special survey of persons who speak foreign languages, showed that good knowledge of foreign languages are characterized as the ability to think in a foreign language, and the lack of need for translation when communicating in this language. The above explanation is provided data that speaking in a foreign language is a means to think on it, without resorting to the means of their native language.

Psychological – the appearance of uncertainty, hesitation, fear that listener will misunderstand you challenges new problems and difficulties and there appears psychological barrier. There are, furthermore, several social and psychological reasons why many learners may not even want to be mistaken for native speakers of a language: a characteristic accent can be a part of a learner’s identity, they may not want to sound pretentious especially in front of their peers, they may want recognition for their ability to have learned the language so well despite their non-native status, and/or they may want a means to convey their non-native status so that if they make any cultural or politeness mistakes, the listeners could give them the benefits of the doubt because of their background. [9]

According to other sources people might feel difficulties of speaking with a certain people even if they are able to express their thoughts fluently. The main problem in such situations is the attitude of people to each other. If people speak and shift to spoken English with someone with poor English, they struggle with themselves for words in order to put things very simply so that other will understand them. Another situation is that people want to impress somebody and want to sound more fluent. However, when they shift to spoken English they may sound much worse than they actually speak. The reason is they don’t speak like themselves; therefore they make all sorts of grammar and pronunciation mistakes. As the scenario there can occur situation when the person keeps asking you to repeat what you’ve just said. Such occasion can destroy confidence of people when speaking English because they make wrong assumption that there is something wrong with their speaking. Then people stress out by trying too hard to please the other person and they may start stuttering and forget English words and so on.

Generally, people may also find it difficult to speak with other English speakers if they notice anything negative in their attitude towards them. If people have being addressed in an arrogant manner and others look down on them – it may be just enough to make people feel that way. Next thing is clear—people start struggling when asking or answering questions and their English confidence goes down the drain. [10]
According to the A. Zh. Argynbayev research we made a practical review of the difficulties which are usually met in the shifting from Kazakh/Russian to the spoken English languages. To respond and analyze these difficulties, 15 students of our university from different faculties were requested to translate ten sentences into English. The results of this study revealed that in the shifting from one language to another the influence of the first (native) or second languages significantly changes the meaning and cause misunderstanding. In addition, the research showed that students used the Russian sentences more than Kazakhs to shift to the English language. Therefore, we can consider the presence of interference of Russian in shifting to the English language. During this research we made oral request to check their speaking ability and found that only six of them were able to answer fluently and accurately to our questions. We took simple sentences of usual spoken conversation. However, as students were from other professions (not-Foreign language department) generally, we can say that the result is satisfactory; moreover, students who study English by themselves cope with this task easily than other students. During the oral request as we predicted students had such kinds of difficulties like the lack of vocabulary, they were in doubt and unconfident while answering and spent more time on reconsidering their thoughts.

Grammatically, students were confused in using prepositions and sometimes omitted auxiliary verbs, which is met in spoken English. According to the results it is assumed that the word order of some spoken languages sentences was not taken to account by our students. Moreover, the use of direct translation led to the lexical mistakes in sentences. E.g. knowing that inanimate nouns are not used with the verbs which have animated meaning, students translated (“…в этом ей помогает спорт” – sport helps her –… Sport is one of the ways to do so). Five students forgot to use articles in their sentences. Seven of them were unable to express their thoughts spontaneously, and instead of to continuo their ideas they were focused on translation and spent time on finding appropriate words.

Considering all results we can come to the conclusion that in shifting from Kazakh/Russian to English languages they translate the notions in their minds and are not focused in correct pronunciation.

We have considered the following recommendation for the learners of the English language in order to overcome difficulties of shifting from Kazakh/Russian to the spoken English language:

- To overcome uncertainty – be yourself; to try to think in the target language; try to be aware of the translation of thought; to use English every day. This can stimulate our behavior to always use English as habitual even daily conversation; not to be shy or unconfident while communicating in the target language; train our pronunciation to be better; find some videos, music, or authentic conversations in English; see or hear, then practice the sounds that we've heard in the source; to learn more vocabulary words; to keep practicing listening. The more we listen to English, the more our pronunciation will naturally get closer and closer to native pronunciation; not to worry too much about grammar; to keep a positive attitude; to practice speaking English as much as possible in low-pressure situations; to talk to ourselves, talk to our teachers and our friends in English class. If we make a mistake, they can correct us; practice at using L1 (mother tongue) strategies, which they don't automatically transfer; an awareness of formal/informal language and practice at choosing appropriate language for different situations. We have to become aware that informal spoken language is less complex than written language. It uses shorter sentences, is less organized and uses more ‘vague’ or non-specific language.

General conclusion about the difficulties of shifting from Kazakh/Russian to the spoken English language is that these difficulties are common and the most pivotal in the learning target language. The presence of interference and use of the translation in order to express ideas were the most widespread difficulties. We noticed that the scholars have controversial opinions about the thinking in the target language. Therefore we believe that the topicality of
this theme will grow, and the interest of researchers will be related to the new lingo-
methodological base of the teaching these languages together.

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К ВОПРОСУ О РЕАЛИЗАЦИИ ПОЛИТИКИ ТРИЯЗЫЧИЯ
В РЕСПУБЛИКЕ КАЗАХСТАН

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Конституцией Казахстана и Законам о языках РК, принятого Парламентом Республики Казахстан 12.03.1997 в годы становления нашего государства, были урегулированы «общественные отношения, возникающие в связи с употреблением языков в деятельности государственных, негосударственных организаций и органов местного самоуправления» [1]. Таким образом, статьей 7 Конституции РК и статьей 4 Закона о языках казахский язык был провозглашен государственным языком. А статья 5 Закона о языках регламентировала следующее определение в отношении русского языка: «В государственных организациях и органах местного самоуправления наравне с казахским официально употребляется русский язык» [2].

Несмотря на то, что с момента принятия Конституции РК и Закона о языках прошло уже достаточно лет, важность этих вопросов остается актуальной до сих пор. Текущий момент ситуации определяет один из главных векторов современного общественного развития нашей Республики на курс повышения значимости языков: государственного – казахского языка, русского языка, как средства межнационального общения и английского – языка международного общения. На самом деле языки являются постоянно меняющейся категорией, которая отражает специфику развития общества в конкретный период. Именно поэтому мы придаём первостепенное значение