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The role of perception a foreign language as a lingua franca by kazakh students in the educational process

Abstract. *The article deals with the problem of teaching the language in Kazakhstan as a lingua franca in foreign language education. It also reveals some of the difficulties and features of teaching a foreign language (in our research English language) in the Kazakh audience. English is spoken in almost every country in the world where the majority of the population is not native English speakers. In Kazakhstan, English is the lingua franca for educational topics at the republican level and has been given the same status in the general register of subjects as Kazakh and Russian. Due to many positive and negative factors, ranging from individual differences between students to grammatical, phonetic and lexical differences, Kazakh-speaking learners do not speak English at the same level. This is due to external and internal factors, as well as the attitude of students towards each other, their fears of the audience, existing differences based on social or economic status, etc. It should also be noted that this study is aimed at studying the perception of English as a lingua franca by Kazakh students.*

Keywords: *lingua franca, foreign language learning, teaching process, English communicants, communication in English.*

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Introduction

Most of the people who speak English these days are not native speakers. They did not study English in details. Because they did not learn it to speak to native speakers, but for pragmatic purposes, for business and interethnic communication. It is about how Korean, German, Italian people speak English and how they speak «world» English with each other, which within the setting of globalization process is shaped at the same time with worldwide culture and worldwide modernization process [1].

English itself has served as a lingua franca ever since the nations of the external circle were

to begin with colonized from the late sixteenth century [2].

The term «English as a lingua franca» (ELF) alludes to the educational and learning process and implementation of English as a popular medium (or communication language) for speakers of various native languages.

ELF is not a modern phenomenon, according to British linguist Jennifer Jenkins. “In many countries that have been colonized by the British since the late sixteenth century, such countries as India and Singapore, English served as the lingua franca within the past and proceeds to serve today,” she said. What’s new about ELF is the breadth of its application.” [3].

As a definition, we agree that ELF is one of the variant of the English used in English-speaking communication, whose participants belong to different linguistic communities (a way of alluding to communication process in English among communicators who have different mother tongue [4]).

The new term ELF reflects a growing trend for English-speaking users. Today, more and more people around the world learn English. The number of people studying the English language around the world is growing and in 10-15 years may reach 2 billion. It is necessary to point out that:

1) about one in three people in the world is currently able to communicate in English, using it as a universal international intermediary language, a contact language for strategic aims [5]);

2) English as the second foreign language, a widespread means of communication process is now not a portion of national elites, giving them financial and socio-political preferences;

3) some changes within the framework of teaching English as a foreign language not as it were meet the necessities of the worldwide labor advertise, but also indicate a departure from the traditional functional models for the distribution of EL options [6];

4) norms of native speakers cease to fulfill the purposeful role of the language standard for its users, who are not native speakers of the language [5].

It is necessary to state one of the peculiarities of English is its capacity to borrow lexical items from a tremendous number of languages. And as a final result of interaction and interrelation between languages, cultures, societies, words of French, Latin or Greek root consume almost 75 percent of the whole English lexicon. The English language has retained words from 120 different languages. This peculiarity of the language was the reason for its worldwide predominance [7]. The English language came to the fore and was universally accepted [8].

As scholars point out, the English language is used as a lingua franca at all levels of society, counting nearby, national, territorial, and

worldwide. The usage of the English language as a lingua franca differs greatly depending on the situation. The role of ELF interactions is significant than the appearance: getting some additional information is more meaningful than being right. The more diverse the English language as a lingua franca is used, the more diversity it is likely to exhibit. ELF can represent identity markers when used in a local environment. As a result, nativized standards are likely to be applied. Speakers can deliberately stop using local phrases when using the language for foreign contact [9].

A characteristic feature of the modern period of the ELF formation is that the second and third groups of English speakers are taking an increasingly active part in its creation. The presence and existence of the English in nearby conditions leads to the improvement of characteristic particular and steady highlights in it, the totality of which can be recognized and upheld by a circle of individuals speaking it [10].

In Kazakhstan, English proficiency has many advantages. First, it is relevant to one's studies or job. Second is the ability to find more prestigious jobs or the prospect of advancement in one's career. Furthermore, English proficiency aids integration into the global community by providing opportunities to universal businesses, empowering contact with individuals from other nations, empowering the trade of achievements and encounters, and cultivating collaboration with remote clients and companies.

In accordance with public, political, and financial changes in Kazakhstan over the final two decades, there has increased demand for language skills. Company, transportation, commerce, diplomacy, education, and medicine have all seen significant changes as a result of these changes. The acquisition of modern education through the acquisition of languages is essential for Kazakhstan's effective and dynamic integration into the global community. Kazakhstan's competitiveness will be bolstered by the introduction of polylingualism in education. The primary goal of teaching three languages is to supply openings to learn without imposing any restrictions, and it is the foundation for resolving Kazakhstan's language issue. As a result, the

pursued language policy ensures that all ethnic groups' interests are regarded with a free choice of dialect for communication, instruction, and the execution of inventive needs.

Kazakhstan's language approach is focused on the concept of the head of state's cultural mission, the «Linguistic trinity.» The project's main goal is to research Kazakh as the state language, Russian as the language of foreign communication and English language as the dialect of effective global integration. The project's phased implementation began in 2007. The key strategic steps and tasks in the "Linguistic trinity" cultural project are to learn English and other foreign languages in order to establish a multilingual educational environment and to improve the country's intellectual capacity by instilling language and cultural values in its people.

In Kazakhstan, English language is taught at all levels of foreign education. It is first taught in primary school, where the program's content is geared toward cultivating learners' curiosity and basic language skills. Teaching English language at the middle school corresponds to the Common European Framework Reference for Languages Levels A1 and A2 (CEFR). In high school, students are expected to complete language learning at the B1 level. Non-linguistic specialties students complete their first year at the B2 level.

The modern idea of educating a foreign language in a non-linguistic department allows students who want to participate in intercultural communication to grow personally and professionally while also meeting the labor market's demand for professionals who can pursue their education and work in a foreign language setting. The monitoring of language teaching quality is focused on state educational requirements and the Republic of Kazakhstan's definition of foreign language education, which entails a multi-level education based on European standards with a progressive extension of the field of remote language application at the university level. The latter criterion is particularly important. In 2012, 20 non-linguistic higher education institutions in Kazakhstan formed groups with the aim of learning English regardless of specialization.

Methodological basis of the study

Several studies have been conducted to investigate different issues facing modern higher education. The majority of them focused on particular topics such as international education research, international students and online learning. The following themes were discussed in higher education investigations: learners and teaching staff mobility; inner and outer impact of higher educational system on each other; internationalization of educating, learning, and inquire concerning modern educating procedures and advances; information exchange; participation and competition modes; national and sub-national arrangements with respect to the intrigue field of higher instruction and others.

Worldwide scholastic portability has become an essential component of modern higher instruction. On the one hand, it is beneficial for colleges to open their borders and enlist remote understudies in their programs, as this facilitates the acquisition of additional financial resources for future growth. Universities, on the other hand, have had to create new techniques and innovations in order to provide compelling sociocultural and mental adjustment. Learners that study and live abroad for an extended period of time are not only exposed to new cultures. However, they can also become absorbed in them. Unfortunately, not everybody adapts well to the new realities that they are confronted with.

Many cross-cultural adaptation researchers consider the language barrier to be a universal barrier to incorporation into host culture environments. However, such a high degree of language competence does not always guarantee fruitful and effective communication. For example, a study of international postgraduate students at a UK university found that students who had been effective in their academic environment nevertheless struggled to speak English in real-world situations in the UK. This is usually linked to an inability to interact openly with native and non-native speakers of a foreign language. Apprehension, anxiety, guilt, fear of being checked and assessed, and low self-esteem are some of the negative emotional responses.

In Kazakhstan students' issues in higher education have ended up one of the foremost basic and noteworthy issues in the country's growth, which is intertwined with the country's difficult historical era.

At the Republic level, English language is the lingua franca for educational topics, and it is granted the same status in the general subject register as Kazakh and Russian languages. Any particular social, psychological, and linguistic difficulties must be considered. Because of a variety of positive and negative factors, ranging from personal contrasts among learners to linguistic differences, Kazakh learners don't learn or master English language in the same way external and internal influences, as well as student attitudes, fears, and existing distinctions based on social or economic status, all play a role in this process. Students must have an intermediate level of English, according to Kazakhstani university educational standards. The biggest issue with the teaching process is that the students only have a limited understanding of English, and there are no additional courses available to them. The key argument here is that teaching English to students has some psychological and methodological differences from teaching English to Russian students.

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psychological and methodological differences from teaching English to Russian students.

Results and discussion

Because of the demands of modern Kazakhstani society and Kazakhstan's existing educational goals, the study is timely. The purpose of this research work was to recognize distinct characteristics of Kazakh students' adaptation to Kazakhstan's educational setting. This included determining the level of linguistic competence of Kazakh students, the difficulties Kazakhs have learning English, the challenges teachers face while teaching this group of students, and strategies for improving these students' English skills.

Researchers administered a questionnaire to 600 Kazakh students that included three sections: level of language proficiency as measured by a test, social and psychological characteristics, and difficulties in learning English at a higher education institution. The authors described the challenges they encounter in the learning and teaching process by conducting interviews with 90 Kazakh students and 10 English teachers. Because of these challenges, it was possible to see the need for new ways of learning and teaching English to Kazakh students.

This study was carried out in the International University of Tourism and Hospitality and Khoja Akhmet Yassawi International Kazakh-Turkish University. These universities vary from one another, but English is taught in the first year of study for the same number of hours. The fact that these universities are based in southern Kazakhstan influenced the decision to concentrate on them. A total of 600 students took part in the research. 270 students were enrolled at the International University of Tourism and Hospitality, while 330 were enrolled at Khoja Akhmet Yassawi Universal Kazakh-Turkish University. Men made up 64.2 percent of the participants, while women made up 35.8%. The students ranged in age from 17 to 20 years old.

In addition, 90 students and ten EFL teachers decided to take an active part in the interview:

50 oralman students from Khoja Akhmet Yassawi International Kazakh-Turkish University, 40 students from the Medical University, and 20 oralman students from M. The International University of Tourism and Hospitality is a non-profit organization dedicated to the advancement of tourism and hospitality. They were each interviewed separately for 25 to 30 minutes each. The interview questions focused on understanding students' English learning difficulties. Teachers have all had prior experience instructing students. International University of Tourism and Hospitality provided four teachers, while Khoja Akhmet Yassawi International Kazakh-Turkish University provided six. This interview consisted of eight questions and was conducted in Kazakh and Russian, with each respondent receiving 15 minutes of time.

This thesis was motivated by the following research questions:

1. What is the English proficiency standard of university students?
2. What are the challenges that students and English teachers face while learning and teaching English?
3. What are the students' language preferences, as well as the language situation in Kazakhstan?
4. What approaches can be used to improve these students' English skills?

A questionnaire and interviews with teachers and students were used to collect data. Students completed the questionnaire in the department offices after school. Students were given three parts of questions to answer, and they had 40 minutes to do so.

The aim of the survey was to get a broad picture of how English plays a role in people's lives and to identify the social, psychological, and linguistic challenges of learning English. There were 80 questions in total, divided into three parts (Table 1):

- Section 1: Language level of proficiency (in the form of a test).
- Section 2: Personality traits (social and psychological).
- Section 3: Difficulties with mastering English in higher educational institutions

Table 1

Breakdown of questionnaire items

Eliciting	Question N
The backgrounds of the participants	1–7
Level of language proficiency (in the form of a test)	8–52
Characteristics of a social and psychological nature	53–67
Studying English in higher education institutions can be difficult.	68–80

Gender, age, education, nationality, length of stay and location in Kazakhstan, as well as biographical details, were all part of the participants' history. The first segment assessed oralman students' language proficiency as well as their compliance with university language requirements. Lexical and grammatical tasks, as well as speaking, reading, writing, and listening, were all included in the testing. Only one of the five possible answers to lexical and grammatical questions was correct. The tasks addressed grammatical topics found in the Foreign Language Model Curriculum. Respondents were also asked to score their own oral English language proficiency and comprehension, as well as their fluency, vocabulary, pronunciation, and grammar. A total of 600 students took the placement exam.

The social and psychological characteristics were covered in the second part. This segment disclosed the participants' language preferences as well as their views on the usage of English in Kazakhstan. At the same time it conducted questions about Kazakhstan's language situation, as well as responses to questions about the growth of languages in Kazakhstan and their use in various fields. Several statements about emotional intelligence, endurance and social support were used to assess the peculiarities of students' adaptation. The approved Resilience Scale was used in the second section to capture the specificities of individual sustainability. It includes several comments about the availability

and necessity of social support, as well as EIS focused on Daniel Goleman's emotional competencies. This section also includes some questions that aid in determining the characteristics of social and living aspects, as well as psychological mood that affect the smoothness of repatriate students' adaptation to new life conditions and the educational process in general, as well as achievement in mastering English language communicative competence through specific approach.

The third segment managed with phonetic issues that learners confronted amid their English preparation at the university. Researchers made a study in this segment that included both open and closed questions in order to get the foremost exact answers for each address. The taking after alternatives were accessible as answers to each address: 1. Totally agree 2. Agree 3. Disagree 4. Disagree vehemently, and 5. Find it difficult to react. The survey focused on the participants' own sense of national identity, their level of integration into the Kazakhstan culture, and their views on the Kazakh, Russian, and English languages. This method of investigation assisted in the identification of a variety of issues that oralman students learning English face.

Throughout the data collection era, this study's data analysis was continuing. The ongoing investigation has aided in identifying Kazakh students' challenges in teaching and learning.

The questionnaire's Cronbach's alpha estimate of internal accuracy after data collection was 0.870. We were confident in the survey's credibility because the coefficient is more accurate when measured on a scale of more than twenty things and is considered great at values between 0.80 and 0.90. (Table 2).

Table 2

Reliability statistics

Cronbach' Alpha	N of Items
0.870	73

Certain data in our analysis was processed using the SPSS-22 software to reveal valid

correlations between the variables studied. The following variables were chosen for correlation analysis: Uneasiness (situational and person); enthusiastic self-regulation; passionate self-motivation; modesty; social bolster; strength; cognitive adaptability (capacity re-evaluation); English dialect test comes about The relationship lattice for investigate factors was to begin with built utilizing SPSS computer program to analyze the connections between all factors, as well as their relationship to components of the depicted develops, with relationships being significant at the 0.01 (2-tailed)** and 0.05 (2-tailed)—* levels.

The following are some of the most important associations discovered by the system: 1. A positive correlation exists between endurance and cognitive versatility (0.750 **), indicating a strong link between the two variables; 2. A positive correlation exists between situational anxiety and shyness (0.560 **), indicating a strong link between the two variables. 3. Positive two-sided association (0.490 **) between emotional self-motivation and social support availability. Emotional responsiveness is a fundamental component of social support, and it allows oralmen to be resilient in difficult circumstances by reducing psychological reactions to stressors they face. Positive associations between cognitive flexibility, endurance, social support, and the outcomes of English language tests were also ruled out. The results indicate that, regardless of ethno-cultural characteristics, students may become more reasonable in their assumptions about social rules and norms in modern society as they learn, and that students' perceptions of communication style in the educational context should be positively encouraged. The findings of the study could point to the different weights that each of the variables carries during the adjustment process in each case.

3.2. Qualitative Data Research Findings

As shown in Table 3, the results of the test taken by Kazakh students to determine their English level showed that 48 percent of respondents tested at the elementary level, 33.6 percent at the pre-intermediate level, and 18.4 percent at the intermediate level.

Table 3

English level test results of learners repatriates

Levels	Intermediate %	Pre-Intermediate %	Elementary %
Speaking	10.7	29.8	59.5
Listening	10.5	30.8	58.7
Reading	24.6	36.6	38.8
Writing	12.1	40.7	47.2
Lexical and grammatical test	34.4	29.8	35.8

The second and third year university learners usually test at the pre-intermediate intermediate stage, as shown by the test results. The study's emphasis was on first-year students. According to the exam, 48 percent of the students (288 out of 600) had an elementary level of English, indicating that they have a poor level of English proficiency that does not meet university requirements. The students' poor speaking and listening abilities were clarified by the lack of sufficient audio and pronunciation samples in linguistic content, according to the test results.

The 64.9 percent of elementary-level respondents (187 out of 288) had several grammatical errors in their vocabulary and these learners made mistakes when making up sentences, expressions and other language structures. Furthermore, in counter-questions, these students demonstrated a poor understanding of communicative intentions.

Listening is one of the most challenging speech practices for 61.8 percent (178 of 288) of elementary school respondents. These students' phonetic abilities were underdeveloped; they were unable to recognize rapid speech and found it difficult to recognize the pronunciation of many foreign words, preventing adequate comprehension of the material.

Skimming and browsing on the base of a text and content, critical reading and reading aimed at finding information in written texts were not revealed by 44.4 percent (128 of 288) of these students. Almost half of these students, 135 out of 288 (46.8%), had trouble spelling words and applying grammatical constructs correctly. The overwhelming majority of respondents (80.9 percent, or 233 out of 288 elementary school

students) were unable to use various tense types of verbs.

Data on the usage of the Kazakh and English languages, as well as the specifics of their implementing in significant circles of communication, the significance of language ownership and the needs to learn these languages, point to a fortifying of the Kazakh language's position within the country's communicative language space, as well as development within the glory of knowing English and the inspiration to master it.

Students are clearly conscious of the value of learning English, according to the interviews and survey findings. Around 65 percent of Kazakh students (390 students) are familiar with the State Program for Language Development and Functioning in the Republic of Kazakhstan for the years 2011–2020 and endorse the trilingual scheme. The trilingual approach, concurring to respondents, encompasses a positive effect on the agreeable development of identity (72.6%), the advancement of trilingualism will fortify the part of the Kazakh dialect (68%), and the improvement of trilingualism will fortify the position of English (68%).

The responses reflect Kazakh students' views on the advancement of these dialects: (a) the Kazakh dialect will definitely win in all circles of social life (89.1%), and (b) the Kazakh language's dominance will improve the English language's position (48 percent). The overwhelming majority of respondents agree that the state's policy of supporting the English language is right. According to the findings of the report, English is an essential course of study for 76.6 percent of students in expansion to essential scholarly

subjects. Concurring to the respondents, (a) the English language is getting to be more popular (83.5%), (b) knowledge of English is prestigious and may be a present day necessity for competitive masters (67.3%), (c) knowledge of the English is advantageous in terms of financial matters (78.5%), (d) the English language provides opportunities for good jobs (82.6%), and (e) the English gives chance to get good jobs (82.6%). (79.8 percent). 77 percent of respondents need to master English in their everyday lives to observe TV, news and films; communicate online; and read literature written in the language. And as a result, the majority of respondents attribute their professional and personal futures to their ability to communicate in English. English proficiency is seen as one of the most significant factors in determining job prospects in Kazakhstan.

Overall, the findings show that the full range of difficulties that Kazakh students face when studying English can be divided into three categories. Students in Kazakhstan must adjust to the modern educational framework. Differences in educational and pedagogical cultures were mentioned by 40% of the respondents as one of the boundaries to their fruitful dominance of English. They have a disparity between their language skills and the university's requirements, as well as a limited amount of hours of English per week. Kazakh students do not have time for additional training due to their heavy workload, and they don't have enough money to attend English courses.

1. Kazakhstan's English-teaching structure varies from that of the countries from which these learners immigrated. Educational content, topics, lesson durations, and the number of lessons per week all reflect these variations. As a result, Kazakh students' readiness (communication competence) to grasp the knowledge they are taught does not meet Kazakhstan high school requirements:

"I go to the course in English one time a week. And the class lasted 90 minutes, including a 60-minute break. Also I have to add that we didn't have any Oxford or Macmillan dictionaries and books, so the teacher had to make do with Chinese books."

(Gulzhamal, Turkistan, 22 years old)

2. Listening and speech difficulties: Many terms and words are difficult for them to pronounce and as a result of it they are forgotten; some grammatical themes are unclear because Kazakh lacks similar structures.

"When my teacher asks a question in English during class, I first consider how to respond in Kazakh, and then consider how to use the correct tense. It would be preferable if the grammar was clarified in Kazakh by the teachers. Since our group's level is upper intermediate, our teacher talks and discusses the grammar in English."

(Darkhan, Koksarai, 19 years old)

"I enjoy improvising dialogue in pairs. Gulzhan, for example, assists me in asking questions, answering them, and choosing the appropriate words. When I'm in a conversation with her, I can feel her love. When the instructor speaks to the whole class, however, I am afraid and avoid participating."

(Inkar, a 19-year-old Taraz resident)

Students should not practice listening, according to the interview, since they often do not observe the listening process. Many students (67 out of 90) said they listened to English songs in their spare time but didn't bother to try to understand the lyrics.

73 of the 90 interviewees said they had trouble reading because of a lack of vocabulary, a lack of knowledge of reading methods, and an inability to construct sentences. For these students, reading takes a lot of time. They are discouraged from completing a reading assignment because they must continually consult dictionaries (Russian-English/Kazakh-English).

As a result of these limitations, oralman understudies at times utilized English in day by day discussion. The address, «How much do you write in English?» was replied by 28 of the 90 interviewees. " by expressing that they utilized English to send messages and welcoming cards on occasion.

The issues with elocution are primarily related with a number of special varieties within the enunciation of sounds between the Kazakh and English languages, concurring to 53 of the 90 interviewees. 3. Difficulties with sound pronunciation include:

"It makes me nervous to utter the words in English. My school's English varies from the English spoken by my classmates. I don't want to be laughed at."

(Zarina, 19 years old, from Turkistan)

"Some phrases are difficult for me to pronounce. Some sounds, such as [θ]- [ð] width—with and [æ]- [ə] man – woman, I don't know how to pronounce. Listening is a challenge for me."

(Abilai, 23 years old, from Turkistan)

One of the study's main goals was to find out how English teachers think they should help Kazakh students improve their English skills. We observe that Kazakh students are attempting to learn a foreign language while navigating a new educational system and culture, all while filtering out the forces that obstruct academic performance. Kazakh teachers believe that Kazakh students face similar difficulties in learning English and want to learn more about them.

The interviewed teachers stressed the challenge of teaching mixed skill groups (Kazakh and international students) since many of the Kazakh students have already studied English, albeit at a lower level. Most Kazakh students struggle with pronunciation, mispronounce English sounds like [p], [f], [ch], and [sh], and their dialect is difficult to understand for teachers and local students. One of the teachers pointed out that they make mistakes in tenses, genders and plural forms when it comes to grammar. And when using the personal pronouns he or she Kazakh learners make errors such as omitting will in the future tense and saying two girls instead of two children.

To summarize, Kazakh students and teachers have similar perspectives on the difficulties they

face studying and teaching English. The lack of English-Kazakh dictionaries is also a concern. This makes the job almost impossible. These issues decrease students' enthusiasm, so a way out of this situation must be found, both for the Republic's language policy to be implemented successfully and for the youth's overall educational level to be improved.

Conclusion

Kazakh students can only overcome language barriers and successfully adjust to a new language by studying cultural, linguistic, and behavioral norms and stereotypes. Understanding their life experiences and realities is one way to create meaningful opportunities for them. Teachers, as the respondents pointed out, play a critical role in promoting Kazakh students' educational growth. Teachers must be well-versed not only in their students' language, literacy, and academic needs, but also in the learning and teaching of second languages. Furthermore, without cultural awareness, teachers would be limited in their ability to promote student development and academic improvement. As a result, English teaching approaches must be actively integrated into students' adaptation and integration processes. Teachers at Kazakhstani universities have extensive professional experience, which helps students acquire a variety of language skills while learning English. According to the findings, Kazakh students would be able to progress more quickly in their English learning if integrated approaches for teaching English are used, as well as the amplification of modern and effective methods.

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Оқыту үдерісіндегі қазақстандық студенттердің шетел тілін лингва франк ретінде қабылдауының рөлі

Аңдатпа. Бұл мақалада Қазақстанда шет тілді білім беруде лингва франк ретінде оқыту мәселесі қарастырылады. Сондай-ақ қазақ аудиториясында Шет тілін (біздің жұмысымызда ағылшын тілін) оқытудағы кейбір қиындықтар мен ерекшеліктер ашылады. Ағылшын тілі әлемнің барлық дерлік елдерінде сөйлейді, онда халықтың көпшілігі ағылшын тілінде сөйлемейді.

Бұл термин қазіргі уақытта белгілі бір социолингвистикалық категорияға, өзара әрекеттесудің белгілі бір салаларында әр түрлі тілдердің спикерлері арасындағы қарым-қатынас үшін қолданылатын тілдің практикалық формасына қатысты кеңінен қолданылады. Қазақстанда ағылшын тілі республикалық деңгейде білім беру тақырыптарына арналған қарым-қатынас тілі болып табылады және оған қазақ және орыс тілдерімен бірдей пәндердің жалпы тізілімінде берілген. Студенттер арасындағы жеке айырмашылықтардан бастап грамматикалық айырмашылықтарға дейінгі көптеген оң және теріс факторлардың әсерінен қазақ студенттері ағылшын тілін бірдей үйренбейді немесе меңгермейді. Бұл процесте сыртқы және ішкі әсерлер, студенттердің көзқарасы, қорқыныш және әлеуметтік немесе экономикалық мәртебеге негізделген айырмашылықтар маңызды рөл атқарады. Бұл зерттеу қазақстандық оқушылардың ағылшын тілін Лингва франк ретінде қабылдауын зерттеуге арналған.

Түйін сөздер: лингва франка, шет тілін үйрену, оқу үдерісі, коммуниканттар, ағылшын тілінде сөйлесу.

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Роль восприятия иностранного языка как лингва франка казахстанскими обучающимися в учебном процессе

Аннотация. В данной статье рассматривается проблема обучения в Казахстане языку как лингва франка в иноязычном образовании. А также раскрываются некоторые трудности и особенности обучения иностранному языку (в нашей работе английскому языку) в казахской аудитории. На английском языке говорят почти во всех странах мира, где большинство населения не являются носителями английского языка. В Казахстане английский язык является языком общения для образовательных тем на республиканском уровне, и ему присвоен тот же статус в общем реестре предметов, что и казахскому и

русскому языку. Из-за множества положительных и отрицательных факторов, начиная от индивидуальных различий между обучающимися и заканчивая грамматическими, фонетическими и лексическими различиями, казахоязычные студенты не владеют английским языком на таком же одинаковом уровне. Это связано с внешними и внутренними факторами, а также отношением обучающихся к друг другу, их страхи перед аудиторией, существующие различия, основанные на социальном или экономическом статусе и др. Следует также отметить, что данное исследование направлено на изучение восприятия английского языка как лингва франка казахстанскими обучающимися.

Ключевые слова: лингва франка, изучение иностранного языка, учебный процесс, коммуниканты, общение на английском языке.

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