LIBERAL ARTS DIGEST

VOLUME 07
MAY 2024

INFORMATION ABOUT THE JOURNAL

Liberal Arts Digest is a student journal first published at Maqsut Narikbayev University School of Liberal Arts. This journal is aimed at enhancing students' involvement into science and research.

Liberal Arts Digest journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

CONTENTS

LITERATURE REVIEWS

COGNITIVE EFFECTS OF BILINGUALISM

Yepifantseva A. S.

Abstract: The ability to speak multiple languages offers various opportunities. This phenomenon is frequent in Kazakhstan since most residents speak more than one language; therefore, the findings of this literature review provide valuable insights for understanding a phenomenon that is relevant for local speakers. This paper aims to understand the cognitive effects of bilingualism based on the analysis of relevant sources. The methodology of sources includes reviews, conceptual analysis, meta-analysis, and experiments. The analyzed data can provide valuable insights for educators, researchers, and those who are interested in understanding the outcomes of bilingualism on brain functioning abilities. This literature review includes data on three areas of potential bilingual effects: executive function benefits, which are the most frequently discussed and confirmed among different age groups, delayed dementia among older populations, and poorly confirmed relationships between bilingualism and working memory.
Keywords: bilingualism, monolingualism, executive functions, working memory

INTRODUCTION

BACKGROUND INFORMATION

The ability to speak multiple languages offers various opportunities, including expanded social circle, acquaintance with other cultures, more accessible traveling, greater access to various services, and increased job prospects involving multiple language use (Antoniou, 2019). In Kazakhstan, multilingualism is not a rare phenomenon. Alishariyeva (2014) states that it is challenging to identify a monolingual individual, especially among adolescents. Bilingualism in Kazakhstan is prevalent not just on an individual level but also within society; modern channels of TV cater to bilingual audiences, as evidenced by their high viewership ratings (Alishariyeva, 2014).

PROBLEM STATEMENT

Some researchers systematically confirm bilingual benefits, while others systematically deny it, which is a major debate that is discussed in this paper. Over the past century, attitudes toward the phenomenon of "bilingualism" have gradually changed, as have the results of research on the consequences of the ability to speak two languages. The conflicting results themselves may be due to a variety of factors, including bias, distractions during tests, varying degrees of second language proficiency, and more.

RESEARCH PURPOSE, QUESTIONS, DESIGN AND SIGNIFICANCE

This paper aims to understand the cognitive effects of bilingualism and answer the following questions: does bilingualism provide any positive effects when compared to monolingualism? What effects are the most evident? The set of literature that is being used for this paper might be appropriate for a mixed methods design. The analyzed data can provide valuable insights for educators, researchers, and those who are interested in understanding the outcomes of bilingualism on brain functioning abilities.

OPERA TIONAL DEFINITIONS

Executive functions – a term that combines behavioral control for achieving goals, which is essential for planning, leaving out irrelevant details, and creative thinking (Antoniou, 2019).

LITERATURE REVIEW

OUTLINE

This literature review is divided into five parts. The first part aims to provide a theoretical background on the term "bilingualism", the debate on its effects, and an explanation of conflicting findings. The second part sheds light on the methodology of studies, and the following three parts are devoted to different cognitive aspects: executive functions, age-related changes, and working memory.

THEORETICAL BACKGROUND

Bilingualism is an ambiguous term due to many articulations of its meaning. To illustrate the range, Wald (1974) provides an open definition given by Weinreich, who described bilingualism as «the practice of alternately using two languages» (p. 302). This articulation of the term is broad but leaves it unclear whether the speaker is aware of the fact that he or she uses two languages. In contrast, there is a too narrow interpretation of the discussed phenomenon by Bloomfield, which Wald (1974) mentions as well, and it is referred to as «native-like control of two languages» (p. 301), it is still unclear what it takes for a language to be «native-like controlled", and to determine if someone meets Bloomfield's criteria. While a variety of definitions of the term "bilingualism" have been suggested, this paper will use the definition suggested by Yule (1985) who understood the word "bilingual" as "a term used to describe a native speaker of two languages or a country with two official languages, in contrast to monolingual" (p. 284).

There is a debate on the presence of possible benefits of bilingualism. The first aspect that requires attention in order to gain insight into the issue is the time frame. For the first half of the twentieth century, it was commonly believed bilingualism to be a cause of cognitive disadvantages as multiple languages use in childhood was confusing and resulted in impairments; however, one should consider experimental confounds during that time such as age, socioeconomic factors, and level of bilingualism (Antoniou, 2019). Since the sixties, there were studies revealing cognitive advantages driven by bilingualism, such as findings of the seminal research by Peal and Lambert (1962) which displayed bilingual children's outperformance in both nonverbal and some verbal intelligence tests as cited in Antoniou (2019). At present, some researchers systematically confirm bilingual advantages, while some systematically deny it, which addresses other factors involved in the findings (Antoniou, 2019). Yu and Schwieter (2018) suggest two possible explanations for conflicting results: subjects' awareness of the study's purpose, making it uncertain that language activation is unbiased; secondly, the presence of individuals speaking a language other than the target language which may switch bilinguals from a monolingual mode; additionally, activation of dominant and less-dominant language mode may differ during the test. In fact, language mode is a significant variable that should be viewed as a potential influence on multilingualism (Yu & Schwieter, 2018). Zhang et al. (2020) proposed several other reasons for inconsistent results regarding the cognitive gains from bilingualism among older people: degree of language proficiency, exposure levels, code-switching frequency, and daily language use.

METHODOLOGY OF STUDIES

Regarding possible benefits that are being tested systematically, the following major cognitive aspects will be discussed in this part of the paper: executive function, age-related benefits, and working memory. The methodology used in the discussed literature includes reviews, conceptual analysis, meta-analysis, and experiments.

EXECUTIVE FUNCTIONS

Executive function supremacy among bilinguals is probably the most frequently discussed potential benefit of bilingualism. The term itself combines behavioral control for achieving goals, which is essential for

planning, leaving out irrelevant details, and creative thinking (Antoniou, 2019). Antoniou (2019) emphasizes Ellen Bialystok's contribution to the field as she conducted a groundbreaking study on the connection between bilingualism and cognition, in which the benefits associated with bilingualism in executive functions had most frequently appeared in old people, then children, and least in youth. Bialystok et al. (2004) found that adults who are bilingual exhibit enhanced executive functions as they outperformed monolinguals in controlled processing tasks with greater efficiency. Blom et al. (2017) consecutively, shed light on executive function benefits among bilingual children by conducting two attention tasks among 176 children between 6 and 7 years old concerning selective attention and the effect of response competition. When it came to selective attention, bilingual children did better than monolinguals. Moreover, bilingual children tend to experience response competition more frequently compared to monolingual children, indicating that they focus on different aspects of the task (Blom et al., 2017). Morrison et al. (2018) concluded that bilingual individuals perform challenging tasks more effectively and with less effort when compared to monolinguals. Grundy (2020) summarized from the examination of 167 distinct studies that while the impact of an ability to communicate in several languages on executive function presentation is probably small in effect size, and differs only by 1-3% in accuracy, it is indeed positive and significant, but instead of naming it an "advantage", it should be viewed as a small outcome stemming from neuroplasticity. Several factors could be responsible for this positive effect of bilingualism. Firstly, Yu and Schwieter (2018) suggest that bilingual individuals regularly navigate the co-activation of two languages, leading to ongoing management and conflict resolution. Zhang et al. (2020) pointed out on constant involvement in language management as well, and intersected it with regular cognitive monitoring; nevertheless, the inconsistencies in the observed

cognitive control benefits of bilinguals over monolinguals across various studies indicate a lack of complete understanding regarding the underlying mechanisms. To illustrate, Donnelly et al. (2019) failed to discover substantial evidence supporting a significant advantage for bilinguals in terms of executive functions in their meta-analysis, suggesting that the advantage of bilingualism may not be as strong or reliable as previously believed. The study did not consider frequency and type of language switching due to the lack of reliable data available in the major part of reviewed research among the existing literature, which may signal that benefits in executive functions may only be noticeable among bilingual individuals who came from socio-linguistic environments where code-switching is the norm (Donnelly et al., 2019). Overall, executive function benefits can be considered significant, but their nature is not fully understood; therefore, they cannot be attributed only to bilingualism but also to neuroplasticity of the brain in general.

AGE

Regarding older populations, their cognitive effects from bilingualism are not as widely studied as in children and younger adults, even though this demographic group is growing to become the largest in the world (Zhang et al., 2020). Concerning the particular effects, older-aged bilingual participants showed a less significant increase related to age in the Simon effect, indicating that bilingualism may have a preventive impact against cognitive decline (Bialystok et al., 2004). Bialystok et al. (2007) reported that bilingual individuals exhibited symptoms of dementia approximately four years later compared to monolingual individuals, while other factors were identical. The idea of delayed dementia incidence among bilinguals is seconded in cross-study reviews by Atkinson (2016), Gold (2015, 2017), and Perani and Abutalebi (2015), with a remark on disparities across studies emerging due to variations in study design or the interpretations of the term bilingualism as cited in Antoniou (2019). A

possible explanation for this might be the ability of bilingualism to be a factor of cognitive reserve in aging; bilinguals regularly switch between languages, which stimulates cognitive control and boosts cognitive reserve (Zhang et al., 2020). Another possible justification for resilience of cognition in elder years is that bilingualism has been associated with preserving the integrity of the anterior temporal lobe in older adults, which plays a crucial role in multiple cognitive processes, and bilingualism might support its structural continuity, potentially strengthening cognitive resilience as individuals grow older (Zhang et al., 2020).

WORKING MEMORY

 In most of researches on the relationship between working memory and bilingualism little to no effects in favor of bilinguals were found. To illustrate, Blom et al. (2017) tested 176 bilingual and monolingual children aged 6 to 7 with two working memory tasks, and no evident impact of bilingualism was observed on verbal and visuospatial working memory. Another example is a study including 485 participants conducted by Lukasik et al. (2018), which revealed that group comparisons did not uphold the hypothesis that bilingualism improves verbal and visuospatial working, but late bilinguals demonstrated better performance in the n-back task, contrary to predictions based on bilingualism-related characteristics. In Morrison et al. (2018) study, monolinguals and bilinguals showed comparable accuracy and response times in both low and high-load working memory environments. Standing out from the overall tendencies on working memory effects, Bialystok et al. (2004) in their series of experiments, revealed bilingual individuals exhibited quicker response times compared to monolinguals when faced with tasks requiring higher levels of working memory engagement.

REFERENCES

Alishariyeva, A. (2014). Bilingualism among Young People in Kazakhstan. Procedia: Social & Behavioral Sciences, 143, 1139–1143. https://doi.org/10.1016/j.sbspro.2014.07.567

Antoniou, M. (2019). The advantages of bilingualism debate. Annual Review of Linguistics, 5(1), 395–415. https://doi.org/10.1146/annurev-linguistics-011718-011820

Bialystok, E., Craik, F. I. M., & Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. Neuropsychologia, 45(2), 459–464. https://doi.org/10.1016/j.neuropsychologia.2006.10.009

Bialystok, E., Craik, F. I. M., Klein, R. M., & Viswanathan, M. (2004). Bilingualism, aging, and Cognitive Control: Evidence from the Simon Task. Psychology and Aging, 19(2), 290–303. https://doi.org/10.1037/0882-7974.19.2.290

Blom, E., Boerma, T., Bosma, E., Cornips, L., & Everaert, E. (2017). Cognitive advantages of bilingual children in different sociolinguistic contexts. Frontiers in Psychology, 8. https://doi.org/10.3389/fpsyg.2017.00552

Donnelly, S., Brooks, P. J., & Homer, B. D. (2019). Is there a bilingual advantage on interference-control tasks? A multiverse meta-analysis of global reaction time and interference cost. Psychonomic Bulletin & Review, 26(4), 1122–1147. https://doi.org/10.3758/s13423-019-01567-z

Grundy, J. G. (2020). The effects of bilingualism on executive functions: an updated quantitative analysis. Journal of Cultural Cognitive Science, 4(2), 177–199. https://doi.org/10.1007/s41809-020-00062-5

Lukasik, K. M., Lehtonen, M., Soveri, A., Waris, O., Jylkkä, J., & Laine, M. (2018). Bilingualism and working memory performance: Evidence from a large-scale online study. PloS One, 13(11), e0205916. https://doi.org/10.1371/journal.pone.0205916

Morrison, C., Kamal, F., & Taler, V. (2018). The influence of bilingualism on working memory event-related potentials. Bilingualism: Language and Cognition, 22(1), 191–199. https://doi.org/10.1017/s1366728918000391

Wald, B. (1974). Bilingualism. Annual Review of Anthropology, 3, 301–321. http://www.jstor.org/stable/2949293

Yu, Z., & Schwieter, J. W. (2018). Recognizing the effects of language mode on the cognitive advantages of bilingualism. Frontiers in Psychology, 9. https://doi.org/10.3389/fpsyg.2018.00366

Yule, G. (1985). The study of language. http://www3.uji.es/~ruiz/1003/Lects/Yule-Chap19.pdf

Zhang, H., Wu, Y. J., & Thierry, G. (2020). Bilingualism and aging: A focused neuroscientific review. Journal of Neurolinguistics, 54, 100890. https://doi.org/10.1016/j.jneuroling.2020.100890

THE RELATIONSHIP BETWEEN THE STUDENTS' MENTAL HEALTH AND THEIR LACK OF SLEEP

Yeldana Kairbekova, Alina Ligay Ramazanova Markhabat Zhomartovna

The university period in life often brings many new experiences and challenges for new students, among which one of the most pressing and relevant is maintaining a healthy sleep regime, which, due to various factors, often fades into the background. A heavy academic workload coupled with social and extracurricular responsibilities predisposes students to sacrifice sleep in order to meet deadlines and fulfill obligations. This type of systematic sleep deprivation among university students is a growing concern in academic circles due to its profound negative impact on mental health and cognitive performance (Hershner & Chervin, 2014). This leads to the following question: How does the lack of sleep associated with studying at university affect the mental state of students?

This literature review will help us to explore this topic more deeply. Sleep plays a key role in cognitive processes, including memory consolidation, learning and decision making, and prolonged sleep deprivation interferes with the brain's ability to consolidate memories, assimilating new information acquired during the day into long-term memory (Becker et al., 2018). In addition, poor sleep contributes to poor cognitive flexibility and executive function, making students less able to learn, adapt to new challenges, and multitask. Lund's et al. (2014) research suggests that a significant proportion of college students suffer from insufficient sleep: about 50% experience daytime sleepiness, and 70% are unable to get enough sleep at all. The main causes of sleep problems, according to multi-surveys conducted by Hershner and Chervin (2014), are: stress from university (30%), racing thoughts, worry about the future (35% of responses), excessive noise (33%) and communication with friends (6%) . The consequences of such sleep deprivation include lower grade point averages, an increased risk of academic failure, worse academic performance, worsening mood, and a higher likelihood of traffic accidents, but most importantly, the enormous impact on a person's mental health. Lack of sleep significantly increases the stress associated with academic demands and thereby creates a relationship loop that can trigger mental health problems. For example, according to a longitudinal study conducted by Becker et al. (2018), students who consistently reported insufficient sleep due to studying were more likely to experience increased levels of stress, which in turn increased their vulnerability to depression, bipolar disorder, and anxiety. Also, Maciel et al. (2023) highlighted that the prevalence of mental health problems among the adolescents surveyed was estimated at 8.7%, and there were no significant gender differences reported. One of the most common mental problems encountered due to sleep deprivation are anxiety and depression. A study conducted at a large university found that students with poor sleep quality over an extended period were 25% more likely to experience symptoms of anxiety and depression than their well-rested

peers (Zhang et al., 2017). This correlation suggests that chronic sleep deprivation may not only be a symptom of anxiety and depression, but also a contributing factor to the occurrence and severity of these conditions. According to Zochil and Thorsteinsson (2018), university students experiencing high levels of depression, anxiety, and stress often report poor sleep quality, which is commonly associated with these mental health issues. Despite this, there is a low intention to seek help among students who suffer from poor sleep quality. Additionally, surveys conducted by Dinis and Bragança (2018), indicate that 45% of students who experienced sleep deprivation had thoughts of death and hopelessness. Students with depression are less likely to be adaptive to the stress and maintain a good quality learning process.

Lack of sleep can significantly impact mental health, particularly in children and adolescents. Research has shown that sleep deprivation is linked to heightened emotional reactivity and increased internalizing behavior problems. For instance, adolescents who get less than eight hours of sleep per night have a threefold increased risk of attempting suicide (Short, Bartel, & Carskadon, 2020). These findings underscore the critical importance of adequate sleep for maintaining emotional and psychological well-being in young people.

A study by Lund et al. (2014) highlights that the relationship between sleep and mental health goes both ways, meaning that while sleep deprivation can lead to mental health problems, mental health problems can also make sleep problems worse. For example, among students with pre-existing mental disorders such as bipolar disorder, sleep disturbances triggered manic and depressive episodes, further complicating their academic and social lives. Sleep deprivation may be a trigger for manic episodes in students with bipolar disorder (Lund et al., 2014). Reduced sleep, whether due to lifestyle factors or the onset of mania

itself, can hasten the transition to a desperate state (Hershner & Chervin, 2014). Given the bidirectional influence of sleep and bipolar disorder, interventions that promote healthy sleep patterns can play a critical role in mitigating mood instability and enhancing treatment outcomes.

However, the information provided in the review also has disadvantages due to limited sources in terms of research. Despite the statistics provided, as well as the length of the studies, incomplete coverage of relevant factors and specification at specific sites and universities creates potential bias in the evaluation of the data. Although, it is worth considering that several relevant sources were taken from different places on the planet; accordingly, the review takes into account the experience of several official studies.

In conclusion, lack of sleep among university students is a pressing problem that significantly undermines their mental well-being, cognitive abilities, and social life. As academic institutions continue to evolve, recognizing and addressing students' sleep needs is imperative to creating an environment that promotes both academic success and mental health. The examples with depression, bipolar disorder and anxiety presented here highlight the profound impact that sleep deprivation, exacerbated by the demands of university study, can have on the development and worsening of mental health problems among students.

Future Implications: This review emphasizes the urgent need for implementing sleep-related interventions in universities to address students' mental health. Moving forward, research should focus on evaluating the effectiveness of such interventions and exploring students' perspectives for tailored support services. Collaboration among stakeholders is essential for advancing evidence-based practices and promoting holistic student well-being.

REFERENCE LIST

Becker, S. P., Holdsworth, E., & Smith, Z. R. (2018). Sleep and academic performance in later adolescence: Results from a large population-based study. Journal of Sleep Research, 27(3), e12707.

Dinis, J., & Bragança, M. (2018). Quality of sleep and depression in college students: A systematic review. Sleep Science, 11(4), 290–301.

Hershner, S. D., & Chervin, R. D. (2014). Causes and consequences of sleepiness among college students. Nature and Science of Sleep, 6, 73–84.

Lund, H. G., Reider, B. D., Whiting, A. B., & Prichard, J. R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. Journal of Adolescent Health, 46(2), 124-132.

Maciel, F. V., Wendt, A. T., Demenech, L. M., & Dumith, S. C. (2023). Factors associated with sleep quality in university students. Ciência & Saúde Coletiva, 28(4), 1187-1198.

Short, M. A., Bartel, K., & Carskadon, M. A. (2019). Sleep and mental health in children and adolescents. In M. A. Grandner (Ed.), Sleep and Health (pp. 435-445). Academic Press.

Zhang, J., Xu, Z., Zhao, K., Chen, T., Ye, X., Shen, Z., Li, S. (2017). Sleep habits, sleep problems, sleep hygiene, and their associations with mental health problems among adolescents. Journal of the American Psychiatric Nurses Association, 24(3), 223–234.

Zochil, M. L., & Thorsteinsson, E. B. (2018). Exploring poor sleep, mental health, and help-seeking intention in university students. Australian Journal of Psychology, 70(1), 41-47.

THE GLOBAL EFFECT OF THE KOREAN WAVE: POSITIVE AND NEGATIVE IMPACTS OF HALLYU

Dana Mamyrbekova, Adiya Issayeva, Sarvinoz Korganbayeva

The Korean wave called Hallyu has made a significant impact on international trends in numerous industries, such as entertainment, beauty, and fashion. Bok-rae (2015) defines Hallyu as "cultural phenomenon that has been closely connected with multi-layered transnational movements of people, information, and capital flows in East Asia" (p.154). Especially the rising resonance of K-pop music and popularity of groups like BTS and BLACKPINK has contributed to the spread of Korean culture around world (Kim, 2017).

Hallyu has impacted global trends across the world in many different ways. However, this statement may be seen from a negative perspective because tendencies typically have dual effects on a particular country's culture. On the positive side, the Korean wave brings economic growth and cultural exchange, but on the other, it develops overemphasis on appearance and extreme spread of sasaeng fans.

This literature review will answer the following research questions:

1) What are the positive impacts of Hallyu on economy and culture exchange?

2) What are the negative impacts of Hallyu on beauty standards and sasaeng fans?

Economic growth. Hallyu has affected many aspects of human activity, including the economy. The Korean economy has improved significantly due to the interest of foreigners in Korean culture. This includes income from the tourism industry and foreign investments in the development of business sectors. For example, according to the statistics of Korean Tourism Confederation, tourism revenue in South Korea reached 1.12 billion USD in July 2023. The maximum level reached 2 227,900 USD, and the minimum reached 326,500 USD (South Korea Tourist Arrivals & Tourism Revenues | Take-Profit. org, n.d.). Moreover, according to Song and Song's (2006) study, since 2001 the export of Korean content-products (k-dramas, reality shows, musical video clips) has increased by 40% in global platforms. These culture materials influenced to the rise of tourists annually. By July 2023, the number of visitors to South Korea reached 1.032 million people (South Korea Tourist Arrivals & Tourism Revenues | Take-Profit. org, n.d.). These statistics demonstrate a discernible pattern of economic expansion within South Korea.

Cultural exchange. In recent years, South Korean culture has reached a new level of globalization. South Korean media has become ubiquitous in the Asian media landscape noticeably. The popularity of Korean TV dramas, movies, popular music, fashion, food and video games in tandem with fashionable Samsung, LG, and Hyundai products are playing the key roles in spreading Korean culture in CIS countries (Commonwealth of Independent States) and USA (Nam, 2013). Clothing, fashion, cosmetics, and skincare choices

are usually dictated by the trust to Korean brands. Korean language learning, Korean cuisine, such as instant ramen (noodles), ttokpokki (rice sticks), kimbap (rolls with vegetables and omelets), and various semi-finished products, have become as available in all markets of the world as in Korea itself. Furthermore, social media platforms like TikTok, YouTube, and Instagram has notably contributed to the global spread and popularization of Korean cultural trends, therefore establishing South Korea as a prominent trendsetter on the international arena (Huang, 2017).

The spread of sasaeng fans. On the other hand, there are also some negative effects of the Korean wave on a global arena. Williams and Ho (2016) conducted research about the spread of "sasaeng fans", obsessive individuals who invade the privacy of Korean idols, drama actors, and other public figures in the entertainment industry of South Korea. This phenomenon has been exacerbated by the increasing popularity of Hallyu, as these fans are known for their obsessive and unhealthily interest towards personal lives of K-pop idols.

Williams and Ho's (2016) study indicates that fans were motivated by the extreme sense of personal possession and ownership towards celebrities. Other researchers such as Iwichka (2014) confirm the possessiveness of sasaeng fans and their oppressive attitude. The research reports that sasaeng fans often demonstrate a concerning behavior such as stalking, invading an idol's personal space, stealing their belongings, taking photos without permission and even persecuting. This sort of attitude of sasaeng fans further leads to psychological disorders, loss of personal freedom, and compromised well-being and protection of K-pop celebrities. Consequently, spread of sasaeng fans represents a conspicuous drawback of Hallyu phenomenon to the global stage.

Overemphasis on appearance. The Korean wave, Hallyu, has set a certain standard on beauty standards globally. According to Nareswari and Mahardika (2024), Korean beauty standards create an unreachable, sometimes in an unhealthy way, bar on traits like double eyelids and a V-shaped face, as well as clean, bright complexion of the skin. Hallyu's influence on global beauty standards is mostly due to the success of Korean skincare products like Dr.Jart or Dr.Ceuracle (Kim & Hong, 2017). Due to customer demand, well-known Korean glow BB creams, sheet masks, and essences have become mainstays in a beauty industry around the world. The emphasis on boosting natural beauty and a move towards holistic skincare are reflected in this trend. However, in pursuit of perfect skin without proper instructions on the usage of the product, youth may misuse it, eventually get the opposite of an expected result, and even harm their health. Skincare researchers claim: "Nearly a quarter of the customers get flushing and redness of the skin while using creams that contain strong acids due to unawareness of the proper usage" (Khamanarong et al. 2021, p. 129).

In addition, Hallyu celebrities act as beauty idols, setting trends for haircuts, cosmetics, clothing, and even body standards. For now, the bar for an ideal body in Korea is set to extremely skinny body. These standards do not take into account the fact that people have different body structures. Rosida and Saputri (2019) suggest that under the influence of Hallyu propaganda of the idea that "skinny body" is a perfect body, youth of China, Malaysia and Japan where that beauty standards are popular, unconsciously develop body dysmorphia and low self-esteem. In Korea, data from the 16th Korea Youth Risk Behavior Survey conducted by Yun and Park (2022) shows that 38.2% of youth are suffering from body image distortion.

In conclusion, the global phenomenon of the Korean wave has affected various fields of human activity both positively and negatively. Specifically, Hallyu contributed

to the economy of South Korea by raising interest and desire of foreigners to visit the country and use products of its' market. Moreover, it fostered cross-cultural exchange and increased the recognition of the Korean entertainment industry worldwide.

However, it is vital to acknowledge the negative influence of the Korean wave as well. Hallyu caused a spread of sasaeng fans and shaped unrealistic beauty standards for young minds. Especially, overemphasis on appearance led to some psychological problems among people, potentially causing physical disorders too. Therefore, it is vital to critically assess the impact of Hallyu and address the problems associated with its global spread in order to ensure the well-being of those who are under of its influence.

Overall, this literature review can be a valuable resource for politics, academics, and cultural figures in Kazakhstan. It offers insights and ideas for harnessing the opportunities and addressing the challenges associated with the spread of Hallyu. For example, recognizing the positive impacts of Hallyu could inspire cultural exchange initiatives in Kazakhstan. Moreover, Kazakhstan could explore ways to attract Korean tourists or invest in industries related to Korean entertainment, such as K-pop merchandise stores or Korean cuisine restaurants.5

REFERENCES

Bae, E. S., Chang, M., Park, E. S., & Kim, D. C. (2017). The effect of Hallyu on tourism in Korea. Journal of Open Innovation: Technology, Market, and Complexity, 3(4), 1–12.

https://doi.org/10.1186/s40852-017-0075-y

Bok-Rae, K. (2015). Past, present and future of Hallyu (Korean Wave). American International Journal of Contemporary Research, 5(5), 154-160.\

Huang, S. (2017). Social media and the new Korean Wave. Media, Culture &Society,39(5),773-777https://doi.org/10.1177/0163443717707344

Iwicka, R. (2014). There Will Be Blood: The Darker Side of K-Pop Fandom.In brill.com.Brill https://brill.com/display/book/edcoll/9781848883963/BP000012.x

Khamanarong, Y., Laohasiriwong, W., & Sakphisutthikul, C. (2021). Misuse of topical creams aimed at preventing and treating melasma and freckles among working women. Journal of Southwest Jiaotong University, 56(5)

Kim, J. (2007). Why does Hallyu matter? The significance of the Korean wave in South Korea. Critical Studies in Television, 2(2), 47-59.

Kim, N., & Hong, L. (2017). The power of culture in branding: How the Korean Wave can help global brands thrive in Asia. Journal of brand strategy, 6(3), 293-307.

Nam, S. (2013). The Cultural Political Economy of the Korean Wave in East Asia: Implications for Cultural Globalization Theories. Asian Perspective, 37(2), 209–231. doi:10.1353/apr.2013.0008

Nareswari, A. P. T., & Mahardika, S. K. F. (2024). The Influence Of Korean Dramas On The Perception Of Korean Girls' Beauty Standards Among International Students. International Journal of Educational Research and Social Sciences (IJERSC), 5(1), 96-105

Rosida, I., & Saputri, D. Y. (2019). Self-love and self-acceptance: Redefining ideal beauty

through its representation in scars to your beautiful. Litera, 18(3), 395-412.6

South Korea Tourist Arrivals & Tourism Revenues | Take-profit.org. (n.d.). Take-Profit.https://take-profit.org/en/statistics/tourist-arrivals/south-korea/

Williams, J. P., & Ho, S. X. X. (2016). "Sasaengpaen" or K-Pop fan? Singapore youths, authentic identities, and Asian media fandom. Deviant Behavior, 37(1), 81-94.

Yun, H. J., & Park, S. (2022). Factors affecting body image distortion in adolescents: Using data from the 16th (2020) Korea Youth Risk

Behavior Survey. The Journal of the Convergence on Culture Technology, 8(2), 139-148.

PROBLEMS OF LOCALISATION IN CINEMATOGRAPHY

Bayiz Alikhan

BACKGROUND INFORMATION

If it is needless to describe that all localisation work activity is related to sound, then the specific "first recorded sound" would thus fall sometime between the early experiments and the recognisable "Au Clair de la Lune" record of Édouard-Léon Scott de Martinville, who invented the earliest known sound recording device, the phonautograph, on April 9, 1860 (Fabry, 2018). If it is coming from the frame record, which is the video image, then it is a silent "Roundhay Garden Scene" short that is only about 2 seconds in length that was filmed at the Whitely Family house in Oakwood Grange Road, Roundhay Great Britain in 1888 (Wallace, 2021). The subsequent distribution and transmission of these copies can be the beginning of translation, as there was a specific audience for each.

PROBLEM STATEMENT

There is an opinion that the whole business is reduced to simple word-for-word translations, and in principle, this activity, especially in art like cinema, represents everything simple. This position must be revised because translators must translate and adapt the product for a particular consumer. This adaptation extends to information delivery techniques, such as dubbing and subtitles. This study will address the problems of these processes and the importance of their role in the overall product.

RESEARCH PURPOSE

The research sought to comprehend the various phases of localisation, encompassing translation, adaptation, dubbing techniques, derivatives, and subtitling. Additionally, it examined specific instances of these processes. Fundamental inquiries included the methods to accomplish the objective, addressing potential cultural context issues, and conveying the desired message to the audience. It becomes unclear how precise the administration of numerous operations should be within a particular time. As such, the concepts utilised in these procedures took time to grow into recognised standards. Jacobs (2012) states that merging many records into a single reel became increasingly difficult as the complexity of filming increased. The recording industry and multimedia production evolved later thanks to this vast spectrum of frequencies. In the end, alternative techniques exist to translate a film product, such as dubbing or employing subtitles. These strategies need a precise translation or the original lines to be left unmodified. The decision between these solutions depends on the client or

localisation team's unique goal and desired consequence.

RESEARCH QUESTION

This study tries to question the concept that translation in cinematography is merely a mechanical technique by exploring the subtleties of adaptation through methods like dubbing and subtitling. The study seeks to understand how translators alter content to suit specific audiences by evaluating the issues they find while dealing with various cultural and linguistic settings. The research will also investigate how these alterations influence motion movies' original intentions and creative integrity. It also tries to reveal the problematic balance between being true to the original content and the requirement of altering it culturally and linguistically in translating films.

RESEARCH DESIGN

The research materials will produce the basic knowledge and viewpoint for investigating this subject, primarily from official sources. Groups actively involved in the film business will give data for qualitative analysis, providing insights into the complexity of cinematic translation. To acquire data and statistics relevant to the study, professionals in the field of movie translation will need to be contacted. Interviewing persons with much expertise or a thorough grasp of the topic will also be part of the research. Moreover, the material could come from scholarly publications and experts performing studies or research in movie translation. These various data sources will help to give the issue a complete analysis.

SIGNIFICANCE

The importance of localisation in translation and linguistics in cinematography cannot be exaggerated. It is the intermediary linking different cultures and markets, guaranteeing that audiovisual content effectively appeals to global consumers. Localisation extends beyond basic translation. It involves a complex strategy that covers language, culture, expectations, legal requirements, and technical factors.

OPERATIONAL DEFINITIONS

According to Sheldon (2023), "Localisation is the process of adapting and customising a product to meet the needs of a specific market, as identified by its language, culture, expectations, local standards and legal requirements". In other words, how is this or that product transformed and adjusted for a specific market? In the case of this research on translation and linguistics in cinematography, this sophisticated method involves multiple critical components.

LITERATURE REVIEW

THEORETICAL BACKGROUND

Scholars like Chiara Ferrari (2009) and Maria Pavesi (2023) explore adapting and translating cultural components, evaluating how these techniques cater to different audiences while considering language, culture, and audience reception. Tom Boellstorff (2003) utilises discourse analysis to investigate how language shapes individual identities in cultural contexts. Giselinde Kuipers (2015) looks into cross-national variances in translation norms, revealing how institutional factors influence translation processes. Svea Schauffler (2015) and Ávila-Cabrera (2023) use reception theory to analyse the impact of translation approaches on audience comprehension of audiovisual texts. Lastly, Lea Jacobs (2012) and Abé Mark Nornes (1999) provide historical background for subtitling and dubbing procedures following the growth of translation methods. By synthesising different theoretical views, the review provides insights into the theoretical foundations of audiovisual translation studies and their implications for research and practice in the area.

METHODOLOGY OF STUDIES

Qualitative methods were utilised, such as discourse analysis (Boellstorff, 2003)

and analysis of cinematic works (Turquety, 2015). Quantitative techniques were applied in insult translation analysis (Ávila-Cabrera, 2023) and examination of swear word translation patterns (Pavesi, 2023). Additionally, historical analysis (Jacobs, 2012; Nornes, 1999), comparative analysis (Kuipers, 2015), reception-based analysis (Schauffler, 2015), and experimental design (Koolstra & Beentjes, 1999) were employed. Each methodology was modified to meet distinct research queries and purposes, contributing to various methodologies in audiovisual translation studies.

UNDERSTANDING TRANSLATION AND CULTURAL ADAPTATION

Firstly, language translation is crucial since it includes transforming written or spoken text into the language(s) spoken by the intended audience. The "dubbing culture" paradigm, asserts Boellstorff (2003), provides a manner of conceptualising the link between individuals and cultural logic in modern globalisation processes. Moreover, cultural adaptation is essential to ensure that symbols, colours, visuals, idioms, and cultural nuances are acceptable for the target culture. In Chiara Ferrari's (2009) article, she used the example of Italian Dubbing of The Simpsons, where the translator decolours the Groundskeeper Willie, a character who is originally Scottish with an authentic kilt. However, he then transformed into a Sardinian with just "a usual skirt". This example provides an excellent example of to which extent it is possible to change specific details and objects to achieve understanding for the target audience because, for Italians, it is much more coherent to see their cultural representative with a strong accent rather than a hard Scottish one.

Language can vary significantly from culture to culture and nation to nation, down to a simple division into dialects and local language rules the use of this or that terminology, words, phrases and accents. According to Schauffler (2015), translators encounter a dilemma in translating wordplay,

balancing formal fidelity to the source text with the preservation of comic value, even if it means deviating from the original. Date and time formats, numerical conventions, and currency considerations must also be adjusted to align with local standards and practices. Legal and regulatory compliance are imperative to ensure adherence to local laws, regulations, and industry standards. User interface (UI) and user experience (UX) localisation involve tailoring design elements, layout, and graphics to suit the preferences and expectations of the target audience. According to Nornes (1999), dubbing succeeds in effacing the fact of the film text's foreign origin; or, instead, it gives its new audience a chance to disavow what they know, hence opening an avenue for cultural ventriloquism through voice post-synchronisation.

Moreover, integration of payment methods, currency conversion options, and inclusion of local content and imagery further enhance the localised experience. Technical considerations like character encoding and software compatibility are also addressed to ensure seamless functionality. Rigorous testing and quality assurance processes are conducted to verify that the localised product or service meets the standards and expectations of the target audience. Through localisation, products and services are made to feel native, enhancing user satisfaction and facilitating market penetration across diverse regions and cultures.

CHALLENGES AND STRATEGIES

The translation process requires finding ways to convey and best transform information, regardless of the original product's loss, addition, or modification. Sometimes, conveying untranslatable cultural moments or wordplay can take time and effort. For example, in the work of Maria Pavesi (2023), specific pragmatic, structural-functional and textual aspects of swear words have been considered and studied to determine the preferred

translation strategies and influence the translation results. The work of translating Anglophone films into Italian is considered, where F-words must be correctly conveyed, as these swear words are not always offensive, and the problem lies in the cultural and linguistic peculiarities of the languages and also in the emotional component of the transmission of these expressions in the address. When the speaker wants to offend the addressee openly, the word used can appear in the form of an insult but also of an invective, that is, a subtler formula that at first sight does not reveal its implicit intensity (Ávila-Cabrera, 2023). Understanding that most of the time is spent not on selecting words and phrases but finding the context and similarity of the proposed variants for a particular segment by the translator. The question arises as to whether it is worth trying to deliver the original information as the original authors are trying to deliver it or whether there are ways to adapt the product. Either way, both techniques can be applied, and the result will be a balanced translation with complete understanding for the viewer, who is also likely to be able to understand the subtleties of words and expressions that were not simply generalised or dropped due to censorship or taboos.

Let us consider translations as well as an instrument of perception by certain persons, i.e. the media or simply streaming media, which subsequently form a particular opinion or position on certain things. Cinema can be regarded as one of them. Myths, changes in perception, false facts, and all these other factors can be overlooked during translation. Because the original product is such, localisation can often be reduced to banal translation work and nothing more, without influence on the source.

In the case of successful translations and post-production, there is a dilemma as to which dubbing or subtitling technique will be used. Screen translation entails decision-making by translation professionals (Kuipers, 2015). An unintended advantage of subtitling compared to dubbing is that learning effects may occur (Koolstra & Beentjes, 1999). Subtitles are good because they allow viewers to listen to the original audio tracks and better understand the words and context by reading those or other moments that may be problematic for perception or hearing, such as a strong accent or mumbling. Subtitles may need to be more convenient for specific viewers because they require focusing on one thing, either the text or the audio. The speed and length of texts also matter. A language only sometimes allows one to achieve the same amount of information as another, so subtitles can also spoil the visual picture, getting out of the overall focus palette.

On the other hand, dubbing is very easy to understand since there is only one source of information as sound, that is, the voiceover of the voice actor. It is worth noting that in one technique or another, the text is used to add on top of a picture or for voiceover, which is also an essential aspect of office work. The problem of dubbing also comes down to the structure and features of the language; words are cut, shortened, lengthened, generalised, and equated; all these factors can also distort the final product, but in the absence of alternatives, this is the most suitable option for the mass public. One of the frequent areas for improvement in dubbing is adapting the characters since there are moments of similarity in specific language spectra without any notable correlations for the viewer. Then subtitles are a good option for preserving this authenticity.

TECHNICAL PART

The idea that sound, as initially produced, was inherently the final product stemmed from the radio era, when broadcasts were transmitted directly over the airwaves (Jacobs, 2012, p. 5). Its quality is essential in producing any product connected with voices, audio tracks, and general sound, especially in cinematography. After all, the original product is continuously passed to another team of translators, sound engineers, dubbing actors, scriptwriters and directors, and every detail will be necessary for the transfer of information, and this or that 'key' detail

possibly be able to lose during the red tape. The general development of sound recording, audio, and video capture technologies has improved office management and facilitated the overall transfer and handling of information. The general development of sound recording, audio, and video capture technologies has improved management and facilitated the overall transfer and handling of information. The essence of translations is not only sending finished text versions to particular groups but also the process of dubbing, subtitling, and adaptation.

CONCLUSION

Conclusively, amalgamating many theoretical views, techniques, and case studies in audiovisual translation studies provides significant insights into translating and modifying cultural content for multiple audiences. The importance of language translation and cultural adaptation in ensuring that audiovisual information is understood and accepted by target audiences cannot be emphasised enough. Translators need help ensuring the original text's accuracy while meeting different audiences' tastes and expectations. These issues include dealing with wordplay, translating offensive language, understanding cultural subtleties, and adhering to legal requirements. Moreover, the progress in sound recording and video technology has made the translation process more accessible, allowing for more effective communication and exchange of information between different languages and cultures. Nevertheless, the rigorous focus on intricate particulars in audiovisual translation emphasises the need to maintain the authenticity of the original content while guaranteeing its availability to worldwide audiences.

REFERENCES

Ávila-Cabrera, J. J. (2023). Once upon a time in Hollywood: Analysis of dubbed and subtitled insults into European Spanish. Journal of Pragmatics, 217, 188–198. https://doi.org/10.1016/j.pragma.2023.09.019

Boellstorff, T. (2003). Dubbing Culture: Indonesian "Gay" and "Lesbi" Subjectivities and Ethnography in an Already Globalized World. American Ethnologist, 30(2), 225–242. http://www.jstor.org/stable/3805374

Fabry, M. (2018, May 1). First recorded sound: Scott, Edison and history of invention. Time. https://time.com/5084599/first-recorded-sound

FERRARI, C. (2009). Dubbing The Simpsons: Or How Groundskeeper Willie Lost His Kilt in Sardinia. Journal of Film and Video, 61(2), 19–37. http://www.jstor.org/stable/2068862

Jacobs, L. (2012). The Innovation of Re-Recording in the Hollywood Studios. Film History: An International Journal 24(1), 5-34. https://doi.org/10.2979/filmhistory.24.1.5.

Kuipers, G. (2015). How National Institutions Mediate the Global: Screen Translation, Institutional Interdependencies, and the Production of National Difference in Four European Countries. American Sociological Review, 80(5), 985–1013. http://www.jstor.org/stable/24756353

Koolstra, C. M., & Beentjes, J. W. J. (1999). Children's Vocabulary Acquisition in a Foreign Language through Watching Subtitled Television Programs at Home. Educational Technology Research and Development, 47(1), 51–60. http://www.jstor.org/stable/30220229

Nornes, A. M. (1999). For an Abusive Subtitling. Film Quarterly, 52(3), 17–34. https://doi.org/10.2307/1213822

Longo, R., & Dwyer, T. (2017). A Conversation with Tessa Dwyer on the Risky Business of Speaking in Subtitles: Revaluing Screen Translation. Film Quarterly, 71(2), 99–103. https://www.jstor.org/stable/26413870

Pavesi, M., & Formentelli, M. (2023). The pragmatic dimensions of swearing in films: Searching for coherence in dubbing strategies. Journal of Pragmatics, 217, 126–139. https://doi.org/10.1016/j.pragma.2023.09.003

Pisek, G. (1997). Wordplay and the dubber/subtitler. AAA: Arbeiten Aus Anglistik Und Amerikanistik, 22(1), 37–51. http://www.jstor.org/stable/43025520

Schauffler, S. (2015). Wordplay in Subtitled Films – An Audience Study. In A. Zirker & E. Winter-Froemel (Eds.), Wordplay and Metalinguistic / Metadiscursive Reflection: Authors, Contexts, Techniques, and Meta-Reflection (1st ed., pp. 229–244). De Gruyter. http://www.jstor.org/stable/j.ctvbkk30h.13

Sheldon, R. (2023, December 19). What is localization?: Definition from TechTarget. CIO. https://www.techtarget.com/searchcio/definition/localization

Turquety, B. (2015). Orality and Objectification: Danièle Huillet and Jean-Marie Straub, Filmmakers and Translators. SubStance, 44(2), 47–65. http://www.jstor.org/stable/24540822

Wallace, D. (2021, March 15). First video ever made. Southtree. https://southtree.com/blogs/artifact/first-video-ever-made#:~:text=The%20first%20video%20recording%20(or,Yorkshire)%20Great%20Britain%20in%201888

THE COLONIAL LINGUA FRANCA: HOW ENGLISH BECAME THE WORLD LANGUAGE

Mubarak Zhazira

INTRODUCTION

With the coming of the technology era in 21st century, we became part of the globalization phenomenon. In the capitalist world of quick information exchange there is supposed to be a world language, a lingua franca, the language the majority population speak on. The lingua franca changed a lot in history – once it was Latin before 17th century, then French replaced it, but now it is undoubtedly English. With over 1.132 million speakers, according to Ethnologue, the English language that we know today has undergone many changes. There are numbers of reasons for why and how it became the world language. Many factors have played a role for English to become a world language as the strong economy, education, culture, and the simplicity of the language, but mainly it is the long and devastating history of England's colonialism, which this essay will focus on.

Latin was the lingua franca in the West Mediterranean until the 17th century, when the French Academy was established (Académie française). French remained the world language for several ages, but English slowly progressed on replacing it in 19th century (Alcaraz & Navarro, 2006). There are many factors to it, such as strong economic and political/military-political ties (mostly colonization), cultural (media and Hollywood), the relatively positive aftermath of World War II for the UK and USA. Moreover, it is worth mentioning that English has many similarities with the previous world languages – French and Latin: "Although the English language as a language is not descended from Latin as the Romance languages are, about 60% of English words are of Latin origin due to borrowing" (Harrison R).

MAIN BODY

The colonization of North America first started in 1492, when the infamous explorer Christopher Columbus found the lands of today's USA (Enochs, 2016). Columbus spent years in the continent colonizing the native Americans, who he named Indians (Hoxie, 1996), and taking away their lands. Meanwhile, he also made maps of the new lands and islands. Although his discovery and works have brought many benefits and changed the human history, Columbus enslaved the native Americans and thus instigated genocides (Stannard, 1993). The 21st century policy tends to focus on showing all the harms that he has caused on the lands of America.

Spain owned most of the colonized lands and was the superpower, until England's economy didn't start growing. In the second half of 16th century England's troops attacked Spain's ships in the North America, and the British army along with France started invading (Ostler, 2015). Spain was left behind, now British people named all the states, cities and streets in the new renowned continent. The first state was named Virginia after the famous virgin queen Elizabeth I (Virginia State Name Origin).

America is a big continent, so the British and other colonizers hoped to find and use every source of energy and money, as silver and gold, also free labor. The history of slavery of black people starts in 1619, when the British got them under a long-term contract that couldn't be terminated (Rein, 2006). Since then, African people turned into a commodity that could be bought or even just taken. Millions of black people would be transported by shipping to America and not all of them survive in the long way.

Massachusetts was the first state to legalize slavery in 1641 (Slavery in America). It could be assumed that one of the first things the slaves needed to learn is the English language, as it was the language of the main colonizers, who were British. Obviously, there is not a single white slave owner, who would learn their language to have a nice culture exchange, which has led the black people forget their own culture and language in order to adapt in America. Not to mention, years after years and generations after generations they would forget their own language, culture and history. Moreover, an iron bit or slave gag reinforced this process. It is a tool, that is similar to horse gag, with the hooks that go around the head and the neck. The device was widely used in order to discipline the captives. The iron bit did not let any food, water and even saliva go down the throat. The owners would use it, when the slaves misbehaved by singing encouraging songs

or teaching their native language, but mostly to prevent them from eating the soil and get diseases from it. The soil was being widely consumed, since the slaves had no other means of food, which would bring various troubles to the owners as losing soil and the working force (Appiah A. & Gates H. L. 1999.).

By the first half of 19th century South America alone had over a four million slaves (Appiah A. & Gates H. L. 1999.), meaning that they comprise a significant part of the population. As mentioned before all of them had no other choice, but learn English in order to survive. After that Abraham Lincoln adopted a law in 1863, which allowed every slave in the USA get freedom, most of the slaves stayed in the continent (Slavery in America).

"In the year 1800, it is estimated that the population across the present-day United States was around six million people" (O`Neill, 2022). Now in 2022 it counts to 332 million ("U.S. Population Estimated at 332,403,650 on Jan. 1, 2022", 2022), and Canada has about 39 million ("Canada's population estimates: Age and sex, July 1, 2022", 2022), comprising the biggest part of the English-speaking population.

BRITISH COLONIES IN AFRICA

The history of slavery in the USA wouldn't have occurred, if Britain did not start making monopolistic moves towards Africa in the 17th century. Approximately at the same time, when the Thirteen Colonies were invaded with British ships, African lands were economically dependent on the England. The trade offered goods and weapons for the African raw materials and slaves. This way, Britain had Africa under economic ties way before the colonization process in 19th – 20th centuries. In 1950s, however, when the USA joined the UN and showed pressure against the colonial actions of the UK (Stephen L.). African colonies were freed by the 21st century, but the continuous years of British imperialism has left its traces in the African culture.

English was the official rule during the colonial ages. English language was the bridge for communication, education and gave a more opportunities to the Africans then their mother tongues could ("British Colonization in Nigeria: Colonial lingua franca has led Nigerians to suppress their native language and identity", 2021). As a result, it is now widely spoken in most post-colonial countries in the continent, having around 237 million of Africans, who speak English (Lyons D. 2021).

REFERENCES

Качанова Я.,Гусенкова К. (2014). Почему английский стал Международным языком?

Stephen L. Africa and the British Empire. https://www.britishempire.co.uk/maproom/africa.htm

https://www.ethnologue.com/language/eng

Harrison R. Latin and English. Truman State University. http://rharriso.sites.truman.edu/latin-language/latin-and-english/

Salikoko S. M. Lingua Franca

https://www.britannica.com/topic/lingua-franca

Wright, S. (2016). French: The Rise and Fall of a Prestige Lingua Franca. In: Language Policy and Language Planning. Palgrave Macmillan, London. https://link.springer.com/chapter/10.1007/978-1-137-57647-7_6

https://www.academie-francaise.fr/linstitution/lhistoire

M.Á. Alcaraz Ariza, F. Navarro, in Encyclopedia of Language & Linguistics (Second Edition). (2006) English: Its Role as a Lingua Franca in the Techno-scientific Field of Medicine

https://www.sciencedirect.com/topics/medicine-and-dentistry/lingua-franca#:~:

Enochs K. (2016) The Real Story: Who Discovered America. https://www.voanews.com/a/who-discovered-america/3541542.html

Hoxie F. E. (1996). Encyclopedia of North American Indians

https://archive.org/details/encyclopediaofno00hoxi/page/568/mode/2up

Stannard D. E. (1993). American holocaust : the conquest of the New World https://archive.org/details/americanholocaus00stan/page/n419/mode/2up

Origin of «Virginia»

Virginia State Name Origin | What does the name «Virginia» mean? (statesymbolsusa.org)

Ostler J. (2015, March 2). Genocide and American Indian History

https://oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-3

Rein L. (2006, September 3). Mystery of Va.'s First Slaves Is Unlocked 400 Years Later

https://www.washingtonpost.com/archive/politics/2006/09/03/mystery-of-vas-first-slaves-is-unlocked-400-years-later/7015c871-aabd-4ba2-b5ce-7c0955aa0d75/

Slavery in America. JIM CROW MUSEUM TIMELINE, PART 2 (1619 - 1865) https://www.ferris.edu/HTMLS/news/jimcrow/timeline/slavery.htm#:~:text=1641,slavery%20as%20a%20legal%20institution.

Appiah A. & Gates H. L. (1999). Africana : the encyclopedia of the African and African American experience

 http://usslave.blogspot.com/2011/09/slave-tortures-mask-scolds-bridle-or.html

O`Neill A. (2022, June 21). Population of the United States from 1610 to 2020

https://www.statista.com/statistics/1067138/population-united-states-historical/

U.S. Population Estimated at 332,403,650 on Jan. 1, 2022 https://www.commerce.gov/news/blog/2022/01/us-population-estimated-332403650-jan-1-2022#:~:text=As%20our%20nation%20prepares%20to,since%20New%20Year's%20Day%202021.

(2022, September 28).Canada's population estimates: Age and sex, July 1, 2022. The Daily

https://www150.statcan.gc.ca/n1/daily-quotidien/220928/dq220928c-eng.pdf

(2021, January 7). British Colonization in Nigeria: Colonial lingua franca has led Nigerians to suppress their native language and identity https://allets31.medium.com/british-colonization-in-nigeria-colonial-lingua-franca-has-led-nigerians-to-suppress-their-native-7839884e163e

Lyons D. (2021, March 10) How Many People Speak English, And Where Is It Spoken?

https://www.babbel.com/en/magazine/how-many-people-speak-english-and-where-is-it-spoken#:~:text=Around%20237%20million%20people%20in,least%20some%20of%20the%20language.

ESSAYS

GUIDELINES FOR ASSISTING UNDER-GRADUATE STUDENTS IN SELECTING A MINOR

Laura Sapabekova

Supervisor: Anna Tonkikh, Senior Lecturer SLA

Undergraduate students studying at MNU University are able to select one or several minor programs along with their majors, for the university finds it efficient to enhance the knowledge and abilities of students and open up new opportunities for future prospects. Such a selection of minor program might pose significant challenges for many learners. To address these challenges and to provide guidance on the criteria that should be considered when assisting students in choosing a minor, this article proposes the use of a rubric as a helpful tool for decision-making.

Anecdotal evidence suggests that many MNU students face a range of difficulties when making a choice of a minor. Anxiety, lack of awareness and motivation to name a few are reported to be the challenges. As Cristol and Sealey (1996) pointed out, students might be demotivated due to the wide range of choice. By putting a lot of effort to choose one out of many they face stress during the process of selection (p. 18). This may also be the case at MNU as there are 33 of options available. Moreover, students tend to feel dissatisfaction with the final choice since they confront fear of missing-out (Schwartz, 2004, p. 266).

Hence, students are anxious when it comes to selection and have doubts about their final choice.

The research conducted by Li et al. (2004) showcases that due to the lack of awareness of the minor and the complexity of it students may lose a chance to take significant course (p.603). They might misunderstand the concept and objectives of the minor and hence be worried about taking the course and failing it eventually. Other than that, poor delivered program as well as overlapping curriculum issues are one of the most challenging parts of selecting process (Mitchell & Daugherty, 2019, p. 141-142). Students participated in the study noted that sometimes minor courses don't have organized program and instructors are not inclined to contribute effectively to students' knowledge, since the course is elective. Moreover, some learners struggle to take the elective course and align it with their academic schedule as they often overlap with the compulsory classes as a result of poor management. Consequently, students who want to enroll in the class are unable to participate. Such a case happened to my fellow students who were not able to take an interesting and valuable elective course

called Legal English Foundation since there was no choice to combine it with their major classes.

In spite of various difficulties, still there are many expectations and intentions towards the minor that students rely on when selecting the course. According to van Deuren and Santema (2012), many students seek to gain academic value and specific skills that would in turn play its role in the CV making process and make them more competitive candidate in the eyes of future employer. Many of them also believe that the gained knowledge would increase their competency in particular area or else would help to create the source of additional income later on (p. 16-17). For instance, the case study demonstrated that alumni with a leadership minor used gained knowledge and abilities either to build their career path or to get further professional promotion (Mitchell and Daugherty, 2019, p.142). Thus, it can be proved that any knowledge would be effective if it's applied efficiently. Alternate research have studied other factors that define the choice of students regarding the elective course, such as, personal inclination, input to the major and future success, originality of the course and level of complexity (Li et al., 2004, p. 601). These showcase the criteria that most learners count on. Thus, it is crucial to assist universities and students with designing an efficient assisting tool for choosing minor.

With the outlined criteria in mind, it was decided to design a rubrics as an instrument that would evaluate the degree of alignment of one's minor with their interests and intentions. Mitchell (2006) defines rubrics as an assisting tool in evaluating the efficiency of learning objectives and outcomes by relying on assessment task (p. 352). Besides academic purposes rubrics can be used to estimate various notions in any kind of situation. To illustrate, UK students from middle and high school are taking advantage of rubrics to choose extra reading materials independently (Schirmer & Lockman, 2001, p. 37), the practice which

is highly effective in my view. Hence, the idea of creating similar rubrics for MNU students which could assist them in selecting a minor program was generated. Because I believe that properly chosen course might expand one's knowledge and develop particular skills.

Designed rubrics for MNU students is grounded on several criteria that are, in my opinion, the most essential ones in the context of the University. To be precise, these are alignment with the major, academic enthusiasm, development of specific skills, practical implementation of theory and, last but not least, well-organized program. Hence, the rubric consists of five criteria and each one is divided into four descriptors. Each descriptor's grading scale was defined by the range from 20, indicating the highest grade, to 0, meaning the lowest. Therefore, the total score is 100.

The rubrics was submitted to the Canvas of Language Testing and Assessment course (Sapabekova, 2023). That is the proposed version of the assessment tool created to guide MNU students who face challenges when choosing a minor. Each criterion was created based on the challenges students encounter and their expectations from a course that were mentioned earlier. Eventually, these would help to comprehend what actually should matter for students when it comes to selecting an elective course.

At this point, I strongly recommend to seize the affordability and simplicity in the use of the tool during the selection one's elective program, as this particular decision may potentially influence one's future career trajectory or personal development. Consequently, students should be serious when it comes to selecting a minor and I sincerely hope that this evaluating instrument would serve as a valuable guide for MNU students and become an efficient decision-making tool in assessing course's advantages.

REFERENCES

Cristol, S.M., & Sealey, P. (1996). Burgeoning backlash. Marketing Management, 5(1), 18.

Li, S., Records, H., & Fougere, K. (2004). An exploratory investigation of gender difference in student selection of a CIS minor. Issues in Information Systems, 5(2), 598.

Mitchell, A.A. (2006). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Journal of College Student Development, 47(3), 352-355.

Mitchell, T.D., & Daugherty, J. (2019). Learning to Lead: Perceptions of Undergraduate Leadership Minor Programs. Journal of Leadership Education, 18(1).

Sapabekova, L.A. (2023). Rubrics design. Canvas.

Schirmer, B.R., & Lockman, A.S. (2001). Middle and High School Students Use a Rubric for Self-Selecting Material for Independent Reading. Teaching Exceptional Children, 34(1), 36-42

Schwartz, B. (2004). The paradox of choice: Why more is less. New York: Harper Collins.

van Deuren, R., & Santema, S.C. (2012). How to choose your minor? Decision making variables used in the selection of a minor by undergraduate students from a Dutch university of applied sciences. Maastricht School of Management.

RESEARCH PAPERS

BENEFITS AND CHALLENGES OF CONTENT LANGUAGE INTEGRATED LEARNING IMPLEMENTATION IN KAZAKH-SPEAKING SCHOOLS

Arystanova Aidana Erzhankyzy

Abstract: This research explores the benefits and challenges of implementing Content Language Integrated Learning (CLIL) in Kazakh-speaking schools., with a focus on STEM subjects. Secondary school STEM teachers (n=15) were interviewed to gain insight into their perspectives and challenges with CLIL in Kazakhstan. The study, conducted in Astana, Kazakhstan, employed purposeful sampling. Thematic content analysis revealed positive teacher attitudes toward CLIL, highlighting its potential to enhance learning outcomes. Teachers expressed optimism about the ability of CLIL to improve students' English language proficiency and academic performance. However, challenges such as burnouts, time-consuming lesson planning, and students' low English language proficiency were noted. Overall, the research contributes valuable insights for educators, policymakers, and researchers, offering evidence-based guidance for optimizing CLIL practices in private and public schools, and may elicit interest of professionals in the fields of Education and Linguistics.

Key words: CLIL, STEM subjects, Kazakh-speaking schools, teachers' perspectives

obtained from written texts of Old and Late Modern English to show the grammatical differences between the two periods.

INTRODUCTION

Content and Language Integrated Learning (CLIL) emerged in the mid-1990s as a result of the European multilingual policy, initially aiming to equip individuals with proficiency in three European languages, including the native language plus two additional languages (2+1) (Council of Europe, 2007). This policy was driven by the imperative to stimulate economic advancement, foster cooperation within the European Union (EU), and adapt to evolving migration patterns and globalization. Fundamentally, it sought to address economic challenges, promote collaboration among EU member states, and respond to the impacts of migration and globalization on the region. The European Commission acknowledged CLIL as a contributing approach to their multilingual policy, with intentions for its implementation dating back to the mid-1990s (Mehisto et al., 2008). Following this, in 2003, the European Commission formally recognized and defined it as a legitimate approach (Budiarta, 2020). Initially introduced as brief instructional sessions in secondary schools across various European countries like Austria, Italy, and Spain, CLIL involved teaching specific school subjects or units within a subject using an additional language (Marsh et.al., 2009). Originally intended to promote proficiency in additional languages such as foreign languages, heritage languages, or community languages, CLIL has more recently become closely

associated with the teaching and learning of English. This evolution is partly attributed to CLIL expanding its reach beyond Europe and penetrating various countries worldwide, where English is often the predominant language taught in schools. Taking into account the fundamental principles underlying CLIL, it draws upon task-based and communicative teaching methods (Graves & Garton, 2017). Some scholars, including Coyle et al. (2010), and others such as Dalton-Puffer (2007), Lasagabaster and Sierra (2010), and Bruton (2011), have suggested CLIL as an occasional alternative to Communicative Language Teaching (CLT). However, it is essential to emphasize that CLIL represents a progression beyond traditional CLT, as highlighted by Banegas (2012). While originating from CLT, CLIL distinguishes itself by its authenticity and motivational aspects, which lead to more favorable educational outcomes, as underscored by Pinner (2021). Originally designed to enhance proficiency in additional languages like foreign languages, heritage languages, or community languages, Content and Language Integrated Learning (CLIL) has undergone a recent shift, becoming increasingly associated with the instruction of English. This evolution is partially attributed to CLIL expanding its influence beyond Europe and gaining traction in numerous countries globally, where English typically serves as the primary language of instruction in schools (Marsh et.al., 2009; Cinganotto, 2016).

Kazakhstan stands out as one of the most progressive nations in Central Asia, displaying a willingness to embrace ambitious reform initiatives (Karabassova, 2021). Since achieving independence in 1991, Kazakhstan has undergone significant changes in political, social, and economic spheres, including substantial reforms in the education sector. These reforms have aimed to modernize education by moving away from Soviet-era practices and transitioning towards a system more aligned with Western standards (Karabassova,

2020). In this context, language education and the role of languages in education have been fundamental components of these reform efforts. The implementation of CLIL in the trilingual context of Kazakhstan has become a focal point for educational reforms, leading to numerous changes. Alongside its advantages, CLIL has also brought about challenges. This article explores the difficulties and advantages of implementing CLIL in Kazakh-language classes, specifically addressing the question:

How do teachers perceive the benefits and challenges of implementing CLIL in Kazakh-speaking schools?

LITERATURE REVIEW

Initially, CLIL is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, p. 1). Regarding the term 'language,' various scholars employ expressions such as 'second language' (L2), 'foreign language' (FL), and additional language. To prevent any potential misunderstandings about the terminology associated with CLIL, it is essential to reference the original interpretation provided by Coyle et al. (2010): "An additional language is often a learner's 'foreign language', but it may also be a 'second language' or some form of heritage or community language" (Coyle et al., 2010). The term 'dual-focused' implies that language acquisition is not the exclusive focus of this approach; rather, it highlights the need to equally prioritize both content and language. Consequently, CLIL does not merely involve translating content from the native language (L1) into the target language.

From the very beginning, there has been ongoing debate surrounding the conceptualization of CLIL, particularly regarding its classification as either a methodology or an approach. The literature portrays CLIL as a pedagogical concept

that is often described as confusing, ambiguous, and lacking consensus (Marsh, Maljers, & Hartiala, 2001; Dalton Puffer, 2013). Marsh et al. (2005, p. 5) broadly characterized CLIL as an encompassing term representing various educational approaches that prioritize both subject matter and language instruction. Coyle (2007, p. 545) defined it as «an integrated approach where language and content are viewed on a continuum without favoring either.» Therefore, considering CLIL as a collection of diverse methodologies (e.g., immersion, bilingual education), it can be regarded as an educational approach. CLIL is perceived as a comprehensive method of language learning that involves integrating content from different subjects with language acquisition, encompassing broader principles and beliefs about language education (Del Rio & San Isidro, 2016; Marsh et al., 2018). At the core of CLIL is the importance of proficiency in the second language (L2) for both students and teachers (Ball et al., 2015). Successful implementation of CLIL requires learners to possess strong literacy and cognitive skills, while teachers need specialized teaching techniques to employ language-supportive strategies (Banegas, 2020). Thus, CLIL can be viewed as an educational approach aimed at enhancing subject learning by systematically integrating language skills. Both learners and teachers must be adept in the language used for teaching the subject. To bring resolution to the ongoing debates and ambiguity surrounding CLIL, it is pertinent to emphasize Coyle et al.'s (2010, p. 3) definition: «CLIL is an educational approach that employs various language-supportive methodologies, focusing on a dual instructional approach where attention is devoted to both language and content.

CLIL IN CONTEXT OF KAZAKHSTAN

The implementation of CLIL in Kazakhstan has deep historical roots. Before Kazakhstan gained independence in 1991, a policy of Russification prevailed, leading to the marginalization of the Kazakh language by the 1950s, with Russian

becoming mandatory (Smagulova, 2008). Despite achieving independence, tensions persisted between the Kazakh and Russian languages, gradually evolving until significant changes emerged in the early 2000s (Karabassova, 2020). In his annual address, the first President Nursultan Nazarbayev (2012) emphasized that a central focus of independent Kazakhstan is the prioritization of education, particularly the necessity of acquiring English language skills deemed essential for global involvement. Consequently, Kazakhstan has embraced trilingual education as a fundamental aspect of its educational framework, as emphasized by the Ministry of Education and Science in 2013 (MoES, 2013).

TRILINGUAL EDUCATION

The integration of CLIL emerged as a key tactic aligning with Kazakhstan's ambitious educational goals aimed at promoting trilingualism, as articulated by Nazarbayev (2007). This indicates that Kazakhstani citizens skilled in STEM subjects in English could establish themselves as competitive contenders in the global job market (Bedeker & Kerimkulova, 2023). To assess the trilingual education model and disseminate its insights to other educational institutions, the Kazakhstani government established a network of 20 state-funded Nazarbayev Intellectual Schools (NIS) in 2008 (Karabassova & San Isidro, 2023), which were characterized as 'agents of change' (Nazarbayev, 2010; Karabassova, 2020). Moreover, Karabassova & San Isidro (2023) assert that the primary aim of trilingual instruction is to educate students in three languages, enabling them not only to excel in various subjects using these languages but also to cultivate the capacity to engage in discussions across diverse business domains. Subsequently, in 2015, the Kazakhstani Ministry of Education and Science (MoES) approved the «Roadmap for the Development of Trilingual Education for 2015–2020» (MoES, 2015). However, despite being labeled a «roadmap,» the document failed to outline specific

expected outcomes, milestones, or essential benchmarks for stakeholders (Karabassova, 2020). Following this, in 2019, President Tokayev (2019) decided to revert to using only Kazakh and Russian languages. Despite more than a decade of preparation for the envisioned transition to trilingual education, encountered difficulties contributed to the decision to abandon this reform (Karabassova, 2020). Notably, the original concept of «trilingual» shifted to a «bilingual» approach, where English and students' first language were intended for instructional purposes (Karabassova, 2020).

TEACHER TRAINING AND PERCEPTIONS TOWARDS CLIL

Based on the existing literature concerning teacher perceptions and training for the CLIL classroom, numerous scholars have drawn parallel conclusions. This section will examine studies on teachers' perceptions and training levels regarding CLIL implementation in Kazakhstan.

Primarily, it is important to highlight that teacher training is often perceived as complex both for teachers and administration due to teachers' heavy workload (Dontsov & Burdina, 2018). In theory, the rationale behind CLIL is to enhance students' language skills and their ability to utilize language effectively. This is achieved by giving equal emphasis to both content and language aspects. However, reality presents a different picture. Karabassova's (2020) findings indicate that teachers, in practice, implement CLIL incidentally, meaning they do not systematically plan to achieve specific language learning objectives or communicate them to students. Even when integrating practices aligned with high standards of CLIL, educators may not always identify them as such or attribute these practices to the CLIL approach (Karabassova, 2020). Moreover, Dontsov & Burdina (2018) propose an explanation for this trend, stating that only a few sporadic events, such as conferences, round tables, and short-term training courses for in-service

teachers, are dedicated to CLIL. As for pre-service teachers, there is no preparation for CLIL at all. The skepticism among teachers about teaching subjects through English stems from a lack of awareness of CLIL fundamentals (Karabassova, 2022). Therefore, an adequate CLIL training program for teachers is imperative for successful teacher performance (Huertas-Abril & Shashken, 2020; Kydyrbayeva et al., 2021).

In reviewed literature on teachers' perceptions of CLIL implementation, I found that most studies yielded similar results regarding teachers' challenges: 1) low language proficiency, 2) lack of materials, 3) assessment challenges. First, English language proficiency emerged as the most significant challenge (Karabassova, 2021; Karabassova, 2022). Teachers exhibit a negative attitude towards teaching English (Karabassova, 2020; Kuzembayeva et al., 2022), some even claiming that teaching English is impossible for them (Dontsov & Burdina, 2018). Secondly, the scarcity of teaching materials also hampers the creation of successful CLIL lessons (Huertas-Abril & Shashken, 2020; Satayev et al., 2022; Konyssova et al., 2022). The issue lies not in teachers' proficiency to create and adapt teaching materials, but in the additional workload it entails. For instance, subjects like the History of Kazakhstan have available resources only in Kazakh or Russian languages, thus requiring teachers to spend considerable time adapting materials to suit students' proficiency levels and translating them (Kakenov, 2017). Thirdly, assessment challenges included a lack of focus from subject teachers on evaluating language proficiency (Zhetpisbayeva et al., 2018). Similarly, assessing biology lessons through CLIL presents difficulties. Despite being familiar with assessment tools, teachers hesitate to adopt criteria-based assessment due to challenges in balancing content and language in CLIL environments (Abzhanova, 2020). According to research on assessment in CLIL by Zhetpisbayeva et al. (2018), Kazakhstani schools conduct

summative assessments quarterly, while the CLIL approach fundamentally suggests conducting formative and summative assessments multiple times within a quarter.

IMPACT ON STUDENTS LEARNING

In alignment with the findings on teachers' viewpoints, the existing literature reveals similar trends. Generally, students exhibit optimism towards CLIL, seeing it as an opportunity to improve their language proficiency through an integrated approach, thereby making the learning process more rewarding due to extrinsic motivation (Vitchenko, 2017; Dontsov & Burdina, 2018; Yeshengazina, 2018; Akbarov et al., 2018; Kopzhassarova et al., 2021a; Kopzhassarova et al., 2021b; Kuzembayeva et al., 2022). Furthermore, the CLIL classroom fosters a conducive environment where learners can engage in collaborative group activities and establish a partnership with teachers (Karabassova, 2021; Kopzhassarova et al., 2021). Consequently, students demonstrate enhanced proficiency in the target language and a heightened awareness of the linguistic aspects of the lesson (Huertas-Abril & Shashken, 2020).

Despite students' strong motivation to acquire content through language in CLIL classrooms, instances of anxiety arise due to the rigorous nature of CLIL courses (Dontsov & Burdina, 2018). Additionally, the challenge of low language proficiency serves as a hindrance to content learning (Huertas-Abril & Shashken, 2020). Kakenov's (2017) research highlights vocabulary acquisition as a significant obstacle for students in CLIL. The need to address low language proficiency compels teachers to prioritize vocabulary acquisition, potentially undermining the core CLIL objective of enhancing cognitive skills such as analysis, comprehension, application, and communication (Kakenov, 2017).

METHODOLOGY

The decision to adopt a qualitative methodology stems from the need to conduct a nuanced exploration of the underlying factors contributing to both the challenges and benefits observed in the study. This approach enables a thorough understanding by allowing the researcher to grasp and interpret participants' viewpoints, stances, and perceptions. According to Creswell (2009), qualitative research offers a flexible approach that enables researchers to gain a profound understanding of a problem and examine it from various perspectives by exploring diverse viewpoints. To ensure the acquisition of robust and insightful data, the selected research framework entails conducting face-to-face semi-structured interviews with teachers. Utilizing face-to-face interviews offers distinct advantages in this study, as it helps establish a sense of trust with participants and cultivates an informal environment conducive to open sharing of their experiences.

RESEARCH DESIGN

This study aims to explore the advantages and challenges of implementing CLIL in Kazakh-speaking classes within Kazakhstan. While existing research by scholars like Karabassova (2020; 2021; 2023), Kakenov (2017), Vitchenko (2017), and others have addressed CLIL implementation in Kazakhstan, there remains a gap in understanding the specific benefits and challenges in Kazakh-speaking classes. To address this gap and gain a comprehensive understanding, a qualitative research approach using interviews was deemed appropriate.

The primary method utilized for data collection was individual semi-structured interviews. Within qualitative research, interviews are widely recognized as a fundamental tool for gathering data (Creswell, 2012). Interviews offer a flexible means of obtaining qualitative insights, allowing participants to express their thoughts, emotions, experiences, and opinions verbally, thereby providing valuable insights into the subject matter (Cohen, 2011). Open-ended questions

play a crucial role in qualitative research, enabling researchers to delve deeply into participants' perceptions, emotions, and attitudes. This is because open-ended questions allow participants the freedom to reflect on their experiences and respond flexibly to subsequent probes and clarifications (Creswell, 2014). The interview questions were carefully organized into two main categories: the initial questions aimed to establish rapport and engage participants, while the core questions were designed to delve into the central research inquiries (Creswell, 2014, p. 248). These core questions were tailored to explore participants' perspectives and experiences regarding CLIL implementation in Kazakh-speaking classrooms in a focused manner.

RESEARCH SITE

The data collection sites were three private schools located in Astana (refer to Table 1). These particular schools were chosen for their reputation as leading institutions that actively integrate the CLIL approach into STEM subjects. Additionally, a crucial criterion for their selection was the necessity to implement CLIL specifically within Kazakh-speaking classes, where instruction would be conducted in both Kazakh and English languages.

These three private schools were specifically chosen for this qualitative investigation due to their commitment to a trilingual approach and their adherence to CLIL standards. These educational institutions are well-equipped with the necessary infrastructure, teaching staff, and educational goals to support students in comprehending and studying in three languages: Kazakh, Russian, and English. Furthermore, it is noteworthy to emphasize that these three private schools are not newcomers to the implementation of CLIL. Hence, the teachers employed in these schools possess a comprehensive understanding of CLIL principles and methodologies, along with established perspectives on the advantages and challenges associated with CLIL in their daily teaching practices.

SAMPLING

The target population was secondary school teachers. Purposeful sampling, as advocated by Patton (2002), was employed as it allows for the selection of participants likely to provide comprehensive and insightful data. Selection criteria were established to ensure suitability:

• Teachers must possess a minimum of one year of experience in CLIL instruction.

• Teachers should demonstrate a sufficient level of proficiency in the English language.

• Teachers must conduct instruction using Kazakh as their primary language (L1).

Research site	Code	Type of school	Language of instruction	Specialization
Site 1	School A	private	English-Kazakh	STEM subjects
Site 2	School B	private	English- Kazakh/Russian	STEM subjects
Site 3	School C	private	English-Kazakh, English	IB curriculum

Table 1. Research sites

These criteria were instrumental in ensuring the collection of robust data and guided participant selection during the interview process. The aim was to ascertain participants' practical experience in teaching in Kazakh, familiarity with CLIL methodologies, and their ability to articulate challenges associated with teaching in both Kazakh and English.

As it can be seen in table 2, in total, 15 participants took part in the study, all of whom were STEM educators specializing in subjects such as Physics, Chemistry, ICT, Biology, Mathematics, and Economics.

Site	Participants	Subject	Age	Teaching experience in CLIL	Education degree
Sch A	P1	Chemistry	25-30	5-6 years	Master's
	P2	Physics	35-40	4 years	Master's
	P3	Math	25-30	3 years	Bachelor
	P4	Biology	25-30	2,5 years	Bachelor
	P5	ICT	27-35	2,5 years	Master's
Sch B	P1	Math	37-45	9 years	Master's
	P2	Math	30-40	1 year	Master's
	P3	ICT	25-30	2 years	Master's
	P4	Biology	25-30	3 years	Master's
	P5	ICT	25-30	2 years	Bachelor
Sch C	P1	ICT	35-45	13 years	Master's
	P2	Science	40-50	14 years	Bachelor
	P3	ICT/DS	35-43	6 years	Master's
	P4	Math	40-50	9 years	Master's
	P5	Economics	25-35	1 year	Master's

Table 2. Participants

DATA ANALYSIS

The interviews conducted in Russian were transcribed using AI technology from GoodTape.io, while those conducted in Kazakh were transcribed manually. All transcriptions were saved on Google Docs due to its secure and user-friendly interface. Data analysis for the qualitative research was performed using thematic content analysis with NVivo. This software was selected for its user-friendly interface, which facilitates the analysis process.

ETHICAL CONSIDERATIONS

The study was conducted with strict adherence to ethical standards and obtained approval from the Ethical Committee at Maqsut Narikbayev University. Participants were assured of anonymity and fully informed about their voluntary participation, with the freedom to withdraw from the interview at any point. They were given the choice to decline answering certain questions or to provide indirect responses to sensitive queries. Notably, the research utilized coded identifiers instead of actual names and affiliations to maintain confidentiality.

FINDINGS

The findings provide insights into teachers' perspectives, as well as the benefits and challenges encountered by both educators and students during CLIL instruction. Additionally, this section presents teachers' overall viewpoint on future prospects of the CLIL approach (see table 3).

THEME 1: BENEFITS FOR TEACHERS AND STUDENTS

The examination unveiled that CLIL presents educators with a range of resources at their disposal, encompassing foreign textbooks and online platforms. Respondents observed that English-language editions are readily available and more straightforward to comprehend, thereby enabling the creation of varied instructional materials and enhancing student engagement. As per the participants' feedback, the primary drawback of Kazakh-language textbooks is the challenge students face in comprehending the tasks provided. Additionally, there is a wide array of audio and video materials available in English tailored to different student categories and age groups. Participant 3 expressed their views on English-language publications, stating:

'...We have materials in Kazakh language, but they are translated from another language. And some translations are difficult to understand, I mean, they are interpreted directly, so it is better to use materials from the original source. This is an advantage. Because we have a lot now, when we solve tasks, for example, we get some tasks in English publications from other countries. Because the tasks there are more interesting for students' (Sch A, P3,Math)

Furthermore, instructing in English contributes to the enhancement of teachers' linguistic abilities. These results underscore the advantageous impact of CLIL on the utilization of instructional materials and

Research question	Themes
How do teachers perceive the benefits and challenges of implementing CLIL in Kazakh-speaking schools?	1) Benefits for teachers and students 2) Challenges for teachers and students 3) Future prospects

Table 3. Data summary

the augmentation of educators' language proficiency:

'Working in the classroom in English, you always practice your language, you learn new vocabulary. And always when... That is, CLIL teachers have an advantage over teachers of language subjects. Because they have English-language content that allows them to expand their horizons a lot.' (Sch C, P1, ICT).

Respondents highlighted the substantial influence of CLIL on students' growth, especially in the enhancement of their linguistic abilities and the expansion of their perspectives. Mastery of subjects taught in a foreign language, such as English, provides students with advantages for future academic achievements. CLIL allows students to tap into numerous resources for independent learning and aids in achieving success in assessments like the IELTS and engagement in global competitions. CLIL offers students benefits by enhancing both their subject knowledge and language skills, thereby enabling them to meet their individual academic aspirations and requirements:

'Since our school implies teaching the subject in three languages, therefore... Therefore, CLILs will help to solve these language problems associated with the language barrier of students, with the understanding of the subject in English.' (Sch C, P2, Science).

THEME 2: CHALLENGES FOR TEACHERS AND STUDENTS

The majority of participants noted that students encounter significant difficulties primarily as a result of their constrained language abilities:

'Since students are not familiar with these words in English, this subject is difficult for them. That is, in general, it is difficult to understand the subject in another language.' (Sch A, P1, Chemistry).

A significant hurdle highlighted by teachers is the diversity in English proficiency levels among students. They indicated that this presents an additional workload and poses difficulties in delivering content effectively to all students. Consequently, the time spent by teachers on elucidating English to students and managing supplementary responsibilities results in the depletion of valuable time allocated for disseminating content. Consequently, this scenario may result in the failure to achieve their intended content objectives:

'In the middle classes of CLIL... You see, I have a subject, that is, I do not teach English, I teach the subject of mathematics. And my objective is sometimes... Since I have to devote time to both CLIL and the subject, my subject goal is not covered.' (Sch B, P1, Math).

Moreover, respondents underscored the considerable time and effort expended in designing lessons and developing resources tailored to accommodate the varying levels of English language proficiency among students. As a result, this presents a formidable obstacle for teachers:

'It takes a very long time. Plan for each child, yes, these approaches, which are exactly according to language. We kind of convey the content to them here, yes, well, we sort of inform and teach the content. But it is precisely in terms of linguistic competencies, it is, of course, difficult to sit on... Well, it's not difficult, it takes a lot of time, because there you need to translate, there you need to find such lightweight versions of materials, somewhere, you know, refine it yourself.' (Sch C, P5, Economics).

Teachers also face the challenge of maintaining consistency in educational standards across different types of schools. This creates obstacles for educators in private schools, where alternative teaching methodologies may be utilized. Consequently, modifying materials and aligning curriculum content with these diverse approaches becomes a complex undertaking for teachers:

"Unfortunately, the standard of our state has been developed in all schools. But differences in schools have not been factored in… Therefore, teachers in their situations, we added some topics and skipped unnecessary ones. We regulate it ourselves. This is already one of the shortcomings of the state standard." (Sch A, P2, Physics).

Moreover, some participants voiced apprehensions regarding potential burnout during the implementation of the CLIL approach. They attributed this to challenges arising from students' restricted English proficiency levels, hindering their comprehension of the content:

"Even I suffer. I just finished the lesson with 8th grade, I was arguing like that. Example, 'guys, these are elementary, English words, why don't you understand?!'. Then you have to once again, so, so you explain, once, twice, three times. That is, in this case, I, as it were, now again. I felt demotivated for a moment, yes, demotivation, like 'damn it, why is this all happening?!" (Sch A, P4, Biology).

As a researcher specializing in CLIL (Content and Language Integrated Learning), I hold the viewpoint that fostering students' Higher Order Thinking Skills (HOTs) and Lower Order Thinking Skills (LOTs) constitutes a fundamental aspect of the CLIL approach. Therefore, I deem it essential to incorporate inquiries addressing this facet of instruction. However, the majority of participants exhibited limited awareness regarding this dimension of CLIL and thus did not field questions related to it. Nonetheless, it is significant to note that only a small subset of participants demonstrated familiarity with such thinking skills and were inclined to provide comprehensive responses:

'I honestly did not know about this aspect of CLIL'. (Sch B, P4, Biology).

'In CLIL, as you mentioned, there are skills, there are low-order skills, there are high-order skills. If we talk about high-order skills, then our program itself provides for the development of high-order skills. Not only knowledge and understanding, but also evaluation, synthesis, and so on, creation. This is built into the design cycle, into the MIP. ' (Sch C, P1, Administrations).

Additionally, interviewees observe that students tend to default to thinking in their mother tongue, presenting a hurdle for both students and educators. This places an additional strain on students as they strive to comprehend the subject matter, excel academically, and acquire knowledge in English:

'That is, with general recruitment, it hinders the student. For a year and a half. So, for example, students whose first language is English, if we compare with our students, the process of learning slows down. That is, they cannot freely express their thoughts in English. Because their language of thought is Kazakh or Russian, and teaching in English has its drawbacks.' (Sch C, P4, Math).

A less frequently discussed concern raised by interviewees remains relevant nonetheless. As articulated by Participant 1:

'Younger children will have low motivation; they only want to understand mathematics, but they don't know English yet. So, in short, it's a double... How do I say this? Double burden on them. And that's why they lose motivation.' (Sch B, P1, Math).

THEME 3: FUTURE PROSPECTS

Based on the responses provided by participants, it is evident that most educators hold favorable attitudes towards employing the CLIL approach in teaching. As indicated by numerous respondents, CLIL offers the chance to expand students' perspectives, pursue higher education opportunities abroad, and achieve success in English-language international examinations:

'Basically, this is a strong thing, of course, this is a strong advantage, that is, if a

child knows other subjects not only in his language, but also in a foreign language, then this opens up great opportunities for the unborn child.' (Sch A, P3, Math).

Hence, the consensus among the majority of participants is that CLIL presents promising opportunities for students' future endeavors. Although mastering subjects in English may require some time, the overwhelming consensus is that the benefits outweigh any challenges.

DISCUSSION

Trilingual education represents a novel language ideology introduced by Kazakhstan as a strategic response to the intricate linguistic landscape within the nation (Karabassova, 2020). The primary objectives of Kazakhstan's present language policy stem from the nation's multilingual status and its aspirations for integration into the global economy (Huertas-Abril & Shashken, 2021). Hence, CLIL appears to be the most suitable approach, aligning with Kazakhstan's multilingual language policy. The data collected provides a comprehensive overview of the implementation of CLIL in Kazakh-speaking classrooms. Overall, the findings suggest that CLIL implementation offers advantages for both teachers and students, while also presenting some challenges. Teachers generally anticipate positive outcomes from incorporating CLIL into the Kazakhstani educational system.

Specifically, the data indicates that teachers view CLIL implementation as beneficial for their professional growth. This finding contrasts with the findings of Donstov and Burdina (2018), who reported that teachers experienced anxiety due to low language proficiency and a lack of understanding of CLIL methodology. Additionally, previous research by Karabassova (2020; 2021), Lorenzo (2007), Villabona and Cenoz (2021), and Moate (2011) highlighted concerns about English instruction detracting from content delivery. However, the teachers in this study expressed confidence in their language abilities, suggesting that such challenges may not be as prevalent in this context. The majority of interview participants indicated extensive experience in both learning and teaching English. Additionally, the primary requirement of the schools they work at is a B2 English proficiency level, validated by CEFR or IELTS certificates scoring 6.5 or higher. Unlike the results reported by Kydyrbayeva et al. (2021), which indicated that teachers felt inadequate in teaching CLIL, the findings of this study suggest a different perspective.

Furthermore, the findings highlight the significant advantage of using English-language materials and publications in CLIL classrooms. Teachers emphasize the abundance of information and visuals available in English compared to Kazakh. They also note that English-language materials are more convenient to use, as they are tailored to students' age levels and are perceived as more engaging and interesting. This result differs from the findings of Lazarević (2019), Kakenov (2017), and Mehisto et al. (2008), who identified the primary challenge for teachers in CLIL instruction as the difficulty in sourcing or modifying suitable materials. In contrast, participants in our study highlighted the supportive role of school administration in providing necessary publications and access to paid platforms. The disparities in findings can be attributed to the high English language proficiency of teachers in this study, whereas previous research on CLIL implementation in Kazakhstan's secondary education context has often involved subject teachers who struggle with language delivery.

The findings regarding the advantages for students are consistent with the conclusions drawn by Bruton (2011), Banegas (2014), and Mourssi and Kharosi (2014). Based on participant feedback, students perceive learning subjects in English as advantageous and feel motivated. This motivation is particularly evident among higher-grade students (10-12th), who are

highly motivated to excel in exams like IELTS and SAT for admission to top universities in Kazakhstan and abroad. As a result, participants did not identify any constraints related to CLIL implementation among students. Furthermore, students have the opportunity to enhance their thinking skills by engaging with content in both Kazakh and English languages. Participants noted that while transitioning from solely learning in their first language to CLIL after the 7th grade can be challenging, by the 9th grade, students engage in project work, collaborative activities, and demonstrate creative thinking. CLIL fosters expansive thinking and encourages students to provide constructive opinions, which is viewed positively by participants.

The challenges encountered in this study primarily stem from the diverse English language proficiency levels among students. This challenge serves as the foundation for various subsequent issues. One significant consequence of low English language proficiency among students is the extensive time required for material preparation. Teachers must allocate additional time to select materials suitable for students with varying language abilities. Moreover, refining content in both English and Kazakh, as well as consolidating it, further elongates the process, potentially resulting in unmet content objectives. Similar findings have been reported in previous studies by Lasagabaster (2013), Arnó-Macià and Mancho-Barés (2014), Kakenov (2017), Vitchenko (2017), Karabassova (2019), and Kopzhassarova et al. (2021).

Furthermore, several participants noted that government-adopted educational standards do not cater to the diverse needs of all school types. This 'one-size-fits-all process' creates difficulties for diverse educational settings (Mehisto et.al., 2022). Private schools, which were the primary focus of this research, often have different curricula and teaching objectives, such as implementing CLIL and enhancing students' cognitive abilities, compared to public schools where instruction is typically in Kazakh or Russian.

This discrepancy poses a challenge, as CLIL requires specific settings and conditions for effective implementation, as mentioned by Coyle et al. (2010), Meyer (2010), and Pérez Cañado (2018). Similar challenges were highlighted by Dontsov and Burdina (2018), who reported instances of teacher burnout when instructional objectives were not met due to student passivity and difficulty understanding English vocabulary.

Another challenge associated with CLIL implementation is the absence of Higher Order Thinking Skills (HOTs) and Lower Order Thinking Skills (LOTs). CLIL aims to foster students' cognitive abilities and promote independent knowledge creation, as emphasized by Coyle et al. (2010) and Anderson et al. (2001). However, findings observed by Karabassova (2020) suggest that teachers often prioritize content distribution in the native language before transitioning to English, with tasks focusing primarily on LOTs. Consequently, students may struggle to analyze, evaluate, and create new knowledge independently. This study uncovered that certain teachers tend to neglect the cultivation of HOTS among students, focusing instead on a more simplistic 'input-output' teaching approach. Consequently, critical thinking abilities such as analysis, evaluation, and creation, as outlined in Bloom's taxonomy, receive insufficient emphasis in their instructional practices.

Additionally, teachers noted that students tend to perceive content in target language as distinct from their native language, leading to challenges in information processing. Students may first comprehend the information in their native language before translating it into English, hindering their understanding compared to non-CLIL learning contexts.Similar conclusions encountered in research of Dalton-Puffer (2008). Moreover, younger students may lack sufficient language proficiency, impacting their motivation and performance in activities, as noted by Akbarov et al. (2018).

In any educational environment, teachers' beliefs hold significant sway and greatly impact the acceptance and execution of new teaching methodologies (Ferreira & Kalaja, 2012). Yet, within the Kazakhstani context, while President Nazarbayev provided overarching political guidance, policymakers at the Ministry of Education and Science (MoES) level pushed for reforms instead of allowing autonomy to educational institutions and teachers as agents of change. Consequently, teachers often find themselves in a position where they feel compelled rather than inclined to implement reforms.

Numerous studies by domestic researchers (Kakenov, 2017; Karabassova, 2020; Karabassova & San Isidro, 2023; Mehisto et al., 2022) and those conducted in European contexts (Lasagabaster, 2013; Dalton-Puffer, 2011) have revealed that teachers lack confidence in implementing Content and Language Integrated Learning (CLIL) and harbor doubts about achieving success in this area in the future (Dontsov & Burdina, 2018, p. 14). However, there remains optimism for the future. Studies by Arnó-Macià and Mancho-Barés (2014) and Vitchenko (2017) have demonstrated that CLIL yields positive outcomes for both teachers and students in terms of language proficiency. The findings suggest that while the benefits of CLIL may not be immediate, they manifest in the long term through consistent and structured instruction.

Moreover, many participants highlighted that English serves as the global language of science, communication, and the arts, positioning CLIL as a means to bring ordinary teachers and students closer to emerging trends sooner than before. Many teachers have already witnessed the advantages of CLIL through participation in international conferences and the ability to read English-language articles. These observations collectively indicate that teachers generally envision positive prospects for their professional development and competitiveness.

However, this study is subject to certain limitations. The primary and most notable limitation is the predominant focus on private schools. It's important to note that private schools typically prioritize hiring teachers with experience and expertise in international teaching methodologies like CLIL. Consequently, these teachers may already be familiar with CLIL, and unlike their counterparts in public schools, they may possess higher levels of English language proficiency. Therefore, teachers in private schools enjoy advantages such as greater language proficiency, access to resources, manageable workloads, and opportunities, not to mention extrinsic motivators like competitive salaries. Given these factors, it's conceivable that responses from teachers in private schools may significantly differ from those in public schools.

Nevertheless, these limitations serve as a springboard for future research, particularly in conducting comparative analyses of CLIL implementation experiences between private and public schools.

CONCLUSION

The journey of integrating CLIL into Kazakhstan's educational landscape began as a response to the nation's diverse linguistic tapestry and its aspirations for global integration. Initially envisioned as trilingual education, aimed at bolstering proficiency in English, Kazakh, and Russian, the path was fraught with challenges, eventually leading to a shift towards a bilingual approach.

However, amidst these challenges, the implementation of CLIL in Kazakhstani classrooms has shown promise. Teachers express confidence in their language abilities and perceive CLIL as a pathway for their professional growth. They find value in the availability of English-language materials, which enhance engagement and facilitate content delivery. Similarly, students, particularly in higher grades, see learning subjects in English as advantageous and are motivated to excel in exams for university admissions.

Yet, hurdles persist. Varied English language proficiency levels among students pose a significant challenge, making material preparation time-consuming. Additionally, government-adopted educational standards often overlook the diverse needs of different school types. The absence of Higher Order Thinking Skills (HOTs) in CLIL instruction, coupled with students' tendency to compartmentalize English content from their native language, further complicates the implementation process.

Despite these obstacles, there is optimism for the future. CLIL is seen as a conduit to enhance teachers' and students' competitiveness and to keep them abreast of emerging global trends. The literature review and discussion emphasize the pivotal role of teachers' beliefs in driving successful CLIL implementation. Looking ahead, future research should delve into comparative analyses of CLIL experiences between private and public schools, leveraging insights gained to inform more effective educational policies and practices in Kazakhstan.

REFERENCES

Abzhanova, A. (2020). Kazakhstani STEM (Biology) Teachers' Assessment Practices in the CLIL Classroom. Available online at: https://nur.nu.edu.kz/handle/ 123456789/4860

Arnó-Macià, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. English for specific Purposes, 37, 63-73.

Anderson, L. W. and Krathwohl, D. R., et al (Eds..) (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon. Boston, MA (Pearson Education Group)

Akbarov, A., Gönen, K., & Aydogan, H. (2018). Content and (English) Language Integrated Learning (CLIL) applied to math lessons. Acta Didactica Napocensia, 11(2), 1-10.

Ball, P. (2018). Innovations and challenges in CLIL materials design. Theory Into Practice, 57(3), 222-231.

Banegas, D. L. (2012). CLIL teacher development: Challenges and experiences. Latin American Journal of Content & Language Integrated Learning, 5, 46-56

Banegas, D. L. (2020). Teacher professional development in language-driven CLIL: A case study. LACLIL (Latin American Journal of Content and Language Integrated Learning), 12(2), 242-264.

Bedeker, M., & Kerimkulova, S. (2023). "My English seems not enough": Moving from language deficit views to Kazakhstani CLIL teachers' funds of knowledge.

Bruton, A. (2011). Is CLIL so beneficial, or just selective? Re-evaluating some of the research. System, 39(4), 523-532.

Budiarta, I. K., Rasna, I. W., Padmadewi, N. N., & Artini, L. P. (2020). Applying content and language integrated learning (CLIL): Teachers' perceptions and challenges. International Journal of Innovation, Creativity and Change, 14(3), 78-94.

Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. International Journal of Bilingual Education and Bilingualism, 10(5), 543-562. https://doi.org/10.2167/beb459.0

Coyle, D., Hood, P. & Marsh, D. (2010). Content and Language Integrated Learning. Cambridge University Press.

Cohen, M. F. (2011). An introduction to logic and scientific method. Read Books Ltd.

Council of Europe. (2007). From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. Retrieved from Council of Europe Language Policy Division: https://rm.coe.int/16806a892c

Cinganotto, L. (2016). CLIL in Italy: A general overview. LATIN AMERICAN JORUNAL OF CONTENT AND LANGUAGE INTEGRATED LEARNING, 9(2), 374-400.

Creswell, J. W. (2009). Research designs. Qualitative, quantitative, and mixed methods approaches.

Creswell, J. W. (2012). Educational research. pearson.

Creswell, J. (2014). Educational research: Planning, conducting, and evaluating quantitative and qualitative research: International edition (4th ed.). Pearson Education International

Dalton-Pufer, C. (2007). Discourse in content and language integrated learning (CLIL) classrooms (Vol. 20). Philadelphia: John Benjamins

Dalton-Puffer, C. (2008). Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe. na.

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles?. Annual Review of applied linguistics, 31, 182-204.

Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. European Journal of Applied Linguistics, 1(2), 216-253.

Del Río, C., & San Isidro. (2016). ¿Cristóbal Colón usaba GPS?. Guía para el profesorado. Barcelona, ES: Difusión.

Dontsov, A. S., & Burdina, E. I. (2018). Educating teachers for content and language integrated learning in Kazakhstan: Developing positive attitudes. Problems of Education in the 21st Century, 76(2), 140.

Ferreira Barcelos, A. M., & Kalaja, P. (2012). Beliefs in second language acquisition: Teacher. The Encyclopedia of Applied Linguistics.

Graves, K., & Garton, S. (2017). An analysis of three curriculum approaches to teaching English in public-sector schools. Language Teaching, 50(4), 441-482.

Huertas-Abril, C. A., & Shashken, A. (2020). Estudio cualitativo sobre el potencial del enfoque AICLE en Kazajistán. Revista Complutense de Educación, 32(2), 261-271.

Kakenov, R. (2017). Teachers' experiences of using CLIL in Kazakh language classrooms. NUGSE Research in Education, 2(2), 21-29. Retrieved from nugserie.nu.edu.kz

Karabassova, L. (2020). Understanding Trilingual Education Reform in Kazakhstan: Why Is It Stalled?. In: Egéa, D. (eds) Education in Central Asia. Education, Equity, Economy, vol 8.

Springer, Cham. https://doi.org/10.1007/978-3-030-50127-3_3

Karabassova, L. (2021). English-medium education reform in Kazakhstan: comparative study of educational change across two contexts in one country. Current Issues in Language Planning, 22(5), 553-573

Karabassova, L. (2022). Is top-down CLIL justified? A grounded theory exploration of secondary school Science teachers' experiences. International Journal of Bilingual Education and Bilingualism, 25(4), 1530-1545.

Karabassova, L., & San Isidro, X. (2023). Towards translanguaging in CLIL: A study on teachers' perceptions and practices in Kazakhstan. International Journal of Multilingualism, 20(2), 556-575.

Kydyrbayeva, G., Stambekova, A., Svetlana, U., Gulsim, N., & Gulvira, M. (2021). Preparing Future Primary School Teachers for Trilingual Teaching with CLIL Technology. World Journal on Educational Technology: Current Issues, 13(4), 617-634.

Kuzembayeva, G., Umarova, A., Maydangalieva, Z., Gorbatenko, O., Kalashnikova, E., Kalmazova, N., & Chigisheva, O. (2022). Content and language integrated learning practices in Kazakhstan secondary schools during COVID-19 pandemic. Contemporary Educational Technology, 14(2), ep362.

Konyssova, A., Atemova, K., Chakanova, S., Gulmira, A., Konyssova, S., & Konkabayeva, G. (2022). Experience of CLIL in the Natural Science Disciplines in Kazakhstan's Schools. Cypriot Journal of Educational Sciences, 17(5), 1588-1602.

Kopzhassarova, U., Bexultanova, L., Olkova, I., & Belgibayeva, G. (2021a). Research on the Efficiency of Using Integrated Approach in Teaching Professionally-Oriented Foreign Language to Kazakhstani Students of the Specialty "International Relations".

Kopzhassarova, U., Bexultanova, L., Olkova, I., Sarzhanova, G., & Belgibayeva, G. (2021b). Assessing the capabilities of CLIL technology in development students' foreign language professional skills. Journal of Advanced Pharmacy Education & Research| Oct-Dec, 11(4), 117.

Lasagabaster, D., & Sierra, J. M. (2010). Immersion and CLIL in English: More differences than similarities. ELT journal, 64(4), 367-375.

Lasagabaster, D. (2013). The use of the L1 in CLIL classes: The teachers' perspective. Latin American Journal of Content & Language Integrated Learning, 6(2), 1-21.

Lazarević, N. (2022). CLIL teachers' reflections and attitudes: Surviving at the deep end. International Journal of Bilingual Education and Bilingualism, 25(2), 571-584.

Lorenzo, F. (2007). The sociolinguistics of CLIL: Language planning and language change in 21st century Europe. Revista española de lingüística aplicada, 20(1), 27-38.

Marsh, D., Maljers, A., & Hartiala, A. K. (2001). Profiling European CLIL Classrooms. Jyväskylä, Finland: Centre for Applied Language Studies.

Marsh, D., Coyle, D., Kitanova, S., Maljers, A., Wolff, D., & Bronislawa, Z. (2005). Project D3 – CLIL Matrix. The CLIL quality matrix. Central Workshop Report 6/2005.

Marsh, D., Mehisto, P., Wolf, D., Aliaga, R., Asikainen, T., Frigols-Martin, M. J., & Langé, G. (2009). CLIL practice: Perspectives from the feld. Rovaniemi, Finland/ Jyväskylä, Finland: CLIL Cascade Network/University of Jyväskylä.

Moate, J. M. (2011). The impact of foreign language mediated teaching on teachers' sense of professional integrity in the CLIL classroom. European Journal of Teacher Education, 34(3), 333-346.

Mourssi, A., & Al Kharosi, M. M. A. S. (2014). The benefits and challenges of implementing content and language integrated learning (CLIL) at the higher college of technology-Sultanate of Oman. International Journal of Language Learning and Applied Linguistics World, 7(4), 272-283.

Mehisto, P., Marsh, D., & Frigols, M. J. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. Oxford, UK: Macmillan.

Mehisto, P., Winter, L., Kambatyrova, A., & Kurakbayev, K. (2023). CLIL as a conduit for a trilingual Kazakhstan. The Language Learning Journal, 51(6), 691-705

Meyer, O. (2010). Introducing the CLIL-pyramid: Key strategies and principles for quality CLIL planning and teaching. Basic issues in EFL-teaching and learning, 11-29.

Ministry of Education and Science of the Republic of Kazakhstan. (2014). Roadmap of Trilingual Education Development in Kazakhstan for 2015-2020. Astana: Author.

MoES (2015). State Program of education development for 2016–2019.. http://online.zakon. kz/ Document/?doc_id=31024348#pos=0;920. Accessed 24 July 2019

Nazarbayev, N. (2007). A new Kazakhstan in a new world: Address by the President of the Republic of Kazakhstan Mr. Nursultan Nazarbayev to the Republic of Kazakhstan. Astana. https://www.zakon. kz/83346-poslanie-prezidenta-respubliki.html

Nazarbayev, N. (2010, February). Ukaz Presidenta Respubliki Kazakhstan [decree of the president of the RoK]. https://online.zakon.kz/document/?doc_id=30559730#pos=0;0 Acessed 28 July 2019.

Nazarbayev, N. (2012). The message of the president of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan. Strategy- 2050: the new political course of the established state, Astana. https://strategy2050.kz/ru/page/multilanguage/

Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed.). Thousand Oaks, CA: Sage.

Pérez Cañado, M. L. (2018). Innovations and challenges in CLIL teacher training. Theory Into Practice, 57(3), 212-221.

Pinner, R. (2021). Authenticity and motivation in CLIL: Creating a meaningful purpose by experiencing the language in use. In International perspectives on CLIL (pp. 23-41). Cham: Springer International Publishing.

San Isidro, X. (2018). Innovations and challenges in CLIL implementation in Europe. Theory Into Practice, 57(3), 185-195.

Satayev, M., Barrios, E., Fernandez-Costales, A., Agaidarova, S., Izbassarova, R., & Balta, N.

(2022). The Effect of CLIL Combined with Language Instruction on Language Learning and the Role of Individual and Institutional Factors in Students' Perspectives: Empirical Evidence from Kazakhstan. EURASIA Journal of Mathematics, Science and Technology Education, 18(10).

Satayev, M., Balta, N., Shaymerdenovna, I. R., Fernández-Cézar, R., & Alcaraz-Mármol, G. (2022, March). Content and language integrated learning implementation through team teaching in biology lessons: A quasi-experimental design with university students. In Frontiers in Education (Vol. 7, p. 867447). Frontiers Media SA.

Smagulova, J. (2008). Language policies of kazakhization and their influence on language attitudes and use. International Journal of Bilingual Education and Bilingualism, 11(3–4), 440–475.

Tokayev (2019, March 27). "About trilingualism: It is a very complex and important question.".https://zonakz.net/2019/03/27/tokaev-o-trexyazychii-eto-ochen-slozhnyj-i-vazhnyj-vopros/. Accessed 24 July 2019.

Vitchenko, O. (2017). Introducing CLIL in Kazakhstan: Researching Beliefs and Perceptions of University Stakeholders. Electronic Journal of Foreign Language Teaching, 14(1).

Villabona, N., & Cenoz, J. (2022). The integration of content and language in CLIL: a challenge for content-driven and language-driven teachers. Language, Culture and Curriculum, 35(1), 36-50.

Yeshengazina, S. (2018). Teaching English for special purposes in Kazakhstan: content or skills. Asia Pacific Institute of Advanced Research (APIAR), 8-18.

Zhetpisbayeva, B. A., Kitibayeva, A. K., Kazimova, D. A., Akbayeva, G. N., & Zatyneiko, M. A. (2018). Assessment issues in content and language integrated learning (CLIL). Journal of Advanced Pharmacy Education and Research, 8(4), 32-38.

EXPLORING MOTIVES OF ENGLISH PRIVATE TUTORING IN KAZAKHSTAN: A COMPREHENSIVE REVIEW

Nurmukhanova A.B.

Abstract: The increased demand for English private tutoring draws attention to the study of the motives and reasons for families to turn to tutors. The status of the global language and the supposed advantages of language proficiency are the main reasons for the demand for English. However, there is a lack of research on English private tutoring in Kazakhstan. Most of the research was conducted on private tutoring in general and touched upon aspects of learning English. The main factor for taking private tutoring services is that it raises possibilities for successive passing in final examinations that correspond to the enrichment strategy for entrance to higher education and probably for grants. In this way, English private tutoring also carries similar benefits if it is a mandatory subject in the examination. Another factor known as remedial strategy describes English private tutoring when it improves the learners' language knowledge.

Keywords: English private tutoring, private tutoring motives, attitudes on private tutoring, examination pass, globalization.

Private tutoring is mainly associated with paid tuition within academic subjects and duplicates school teaching programs deserving to be called "shadow education" (Bray, 2022). Private tutoring lessons can be conducted personally or in small groups, online or face-to-face, synchronously or asynchronously. Nowadays, the market provides a variety of options for customers' convenience.

Private tutoring is a well-recognized phenomenon around the world. The leading role of private tutoring takes place in East Asian countries due to the Confucian tradition of knowledge enhancement and expanded government strategy for achieving results causing socio-economic competition (Silova, 1999). For instance, up to 73 percent of secondary school children in South Korea attend private tutoring (Benckwitz et al., 2022). Six out of ten families in Singapore hire private tutors for their children (Tan, 2020). In Hong Kong, 61 percent of high school students pay for additional lessons out of school (Kwo & Bray, 2014). China demonstrated a growing demand for private tutoring services until the government banned the activities of private tutoring centers at the state level (Ni, 2021).

Kazakhstan officials do not control the private tutoring market (Hajar et al., 2022). Particularly, there is no quality tracking or prize regulation, so research in this area is necessary. There should be an appeal to tutors to study and enhance language. However, scholars declare that negative influence violates social justice and equal

access to educational opportunities (Hajar & Karakus, 2023; Silova & Bray, 2006; Enrich, 2017). That fact deserves special governmental attention and further research. This article examines the motives and reasons why families resort to private English tutoring.

PRIVATE TUTORING IN KAZAKHSTAN

The growth of private tutoring in Kazakhstan, which was recognized after gaining independence in 1991 and early on, was strongly related to the "ineffective state education system" (Silova, 2009, p.27). Moreover, Silova (2009) highlighted three main factors that fostered the growth of private tutoring. "Enrichment strategy" is the first to be indicated due to competitive education with high stakes examination system. Another factor is "remedial strategy," which aims to help students achieve results due to deficiencies in schooling. The last two factors account for "cultural phenomenon" relating to national growth strategies (Baker & LeTendre, 2005, p. 57), and "socio-economic survival strategy" accounts for teachers' possibilities for additional income.

Like Southeast Asian countries, Kazakhstan has adopted a test-based exam system that provides opportunities for graduates who successfully pass the examination to enter the university (Chankseliani et al., 2020). Graduates with the highest UNT scores (the Unified National Test) gain scholarships in higher education institutes, which remains the foremost reason for private tutoring (Silova, 2009; Hajar &Karakus, 2023b). Kalikova and Rakhimzhanova (2009) illuminate that almost 60 percent of senior-year students participated in private tutoring sessions. Hajar and Abenova's (2021) survey showed that 60 percent of students who studied in the first year at Kazakhstani universities received extra private lessons. The study of Hajar and Karakus (2023b) presented 81 percent of graduates who attended extra preparatory lessons behind the school. Specifically for university entrance preparation, 72 percent of students in the Hajar and Abenova (2021)

study received private tutoring, 55 percent of students in the Hajar and Karakus (2023b) survey, and in comparison, to the Kalikova and Rakhimzhanova (2009) survey there are 42 percent. These surveys demonstrate the expansion of private tutoring in Kazakhstan. However, Hajar and Karakus (2023b) conducted research in the COVID-19 pandemic period when education institutions switched to distance learning. This period is remarkable for the imperfect transition to remote learning and deficient teaching that caused the vital need for additional support (Hajar & Karakus, 2023b). Other motives for receiving extra lessons were to enhance examination scores at school subjects (42%) and better learn school subjects (23%) (Hajar & Abenova, 2021).

Considerable attention is needed from lower secondary school pupils who intend to enroll in one of the selective schools, such as NIS (Nazarbayev Intellectual Schools) or BIL (Bilim Innovation Lyceums). NIS provides advanced educational programs equipped with contemporary technology and materials, positioning itself as an elite school (Hajar et al., 2021, p.3). Also, the incentive for admission is the possibility to receive a prestigious and high-quality education without fees. Often, families turn to private tutors to take enrollment exams. Hajar et al. (2021) explored the 6th-grade pupils' motivation for attending private tutoring and classified them into extended goals and near-term targets. Extended goals include future perspectives such as studying abroad and career growth, and near-term targets include assistance in learning school subjects and exam preparation aid for entering the NIS. Also, students noted their aspiration to satisfy parents' desires as parents' influence for attending private tutoring (p. 378).

Some families perceive private tutoring as a privilege that increases their prestige (Elamin et al., 2023). In South Korea, private tutoring is perceived as "a mark of prestige in South Korean society," which

contributes to gaining a university degree that increases social status (Kwon et al., 2017, p. 202). However, Lorenz and Stubbe (2020) state that private tutoring is not an incentive for parents' motivation to maintain their status. More likely, parents can hire private tutors to enhance children's social status by applying for a preeminent type of school, i.e., a gymnasium in Germany.

High labor market competitiveness forces families to turn to private tutoring to keep up with others (Tan, 2020). This phenomenon in Korea is called a 'prisoner's dilemma', referring to "a person who does not want to be involved in a certain context inevitably does so because all other people are involved in that context" (Lee et al., 2010, p. 98). In Kazakhstan, research on status enhancement through private tutoring or prisoner's dilemma was still limited or unimportant.

ENGLISH PRIVATE TUTORING

The most demanding subject in private tutoring is English, which is associated with socio-economic development and perceived as a catalyst for functioning educational systems. However, this area has been insufficiently researched (Yung & Hajar, 2023). This section focuses on the reasons why families invest in private English language education and the expected benefits, primarily considering the role of English in the Kazakhstani context.

According to Crystal (2003), a language deserves global status when it occupies a special place in countries that did not initially speak it, giving it official status or emphasizing its study without making it official. The past of British colonization and the USA's economic supremacy are the pivotal factors that designated English as significant and global (Crystal, 2003, p.59).

The significant impact of globalizing English comes from organizations such as the World Bank and OECD implementing educational initiatives. The main idea of the World Bank's educational program "Learning for All (2011)" is that there is equal access to knowledge for all people, emphasizing its possibility through learning English and promoting it as the language of teaching academic subjects; thus, it will give an advantage in the labor market (Borjian, 2014). The prevalence of English use over French in OECD is 80 percent, with over 20 declaring English as a key for accessing and generating knowledge (Kaess, 2017). PISA, an organization focused on statistical tracking of students' academic progress, maintains the idea of globalization through uniformity in course content (Spring, 2008). In general, ideologically standard significant organizations uphold promoting English as a privilege for educational and socio-economic benefits.

After achieving sovereignty in 1991, Kazakhstan started to apply attempts to modernize the education system, such as providing revision of curricula, privatization of educational institutions, and nominating the Bolashak scholarship (Lodhi & Ilyassova-Schoenfeld, 2023). A visible need for language acquisition has arisen in integration into the Bologna Process and interaction with foreign institutions (Gerfanova, 2018). The announcement of the trilingual policy by Nazarbayev (2007) designated English as a linkage to the world economy. Consequently, in the frame of trilingual policy, the importance of learning English expanded even though it was already a compulsory subject; it became the subject of teaching scientific disciplines (Akynova et al., 2014). Overall, the trilingual policy has affected not only school education but also university levels (Karabassova, 2020).

Nevertheless, thorough implementation of the English language at schools by state programs is supposed to improve students' language skills. On the contrary, more likely, this has had a more significant impact on the growth of private tutoring. However, there is limited research on private tutoring, and "none have focused on EPT in particular" (Hajar & Karakus, 2023a, p.3). In Kalikova and Rakhimzhanova's (2009)

study, 14 percent of participants turned to English private tutoring to prepare for UNT. This indicator is not so great compared to 67 percent who used private tutoring in mathematics and 36 percent in history because English is an optional subject in UNT. Otherwise, Hajar and Abenova (2021) revealed in their study that English is the most demanding subject in private tutoring. However, the participants of Hajar and Abenova's (2021) study aimed to enroll in one of the selective universities in Kazakhstan, valuing language proficiency and mathematics scores. Hajar and Karakus (2023a) explored first-year students with bachelor's degrees receiving private tutoring during COVID-19. They revealed that over 42 percent of students attended English private tutoring for university admission and strengthening language knowledge purposes. The participants cited deficient teaching and insufficient attention of teachers to the issues under consideration in online classes as the reasons for additional training during the pandemic.

Finally, Tleuzhanova et al. (2020) survey disclosed that almost 46 percent of graduating students received privately paid lessons. The survey explored a variety of factors in English learning, such as whether students enjoy learning, student's attitudes toward school lessons, attitudes on the usefulness of knowing English, level of proficiency in a language, and the use of language in daily life. However, this survey lacks information on particular reasons for attending private tutoring lessons. Still, it provides general motives for English learning: for traveling purposes (66.7%), self-improvement (64.5%), career perspectives (51.8 %), opportunities to gain foreign education (41.8%), and parents' insistence (14.9%). The reason for the latter factor may be consistent with Kambatyrova's (2022) research that parents perceive trilingual programs as beneficial for future economic privileges.

The testified selective examination system in Kazakhstan is the main reason for the demand for private tutoring, the services that provide intensive training, increasing the chances of passing the exam successfully. This reason corresponds with the enrichment strategy for future benefits such as gaining fee-free, high-quality education and completing the exams (Silova, 2009). Another reason for attending private tutoring is to understand subjects, which refers to remedial strategy. Both strategies are applicable for English private tutoring, examination preparation, and improving language level.

However, the scholars emphasize the other side of private tutoring, which is the profound issue of social inequity for families who do not have the financial resources to pay for extra classes and raise their chances for free education. In addition to government non-interference in market regulation, there is no quality tracking, meaning that the work of private tutors can be run illegally and without any certifications (Silova, 2010). In other countries, issues regarding private tutoring have risen to the state level; for instance, China has limited the work of private tutoring centers (Zuo, 2021). In the UAE, the Ministry of Education funded research on private tutoring regulations to revise and enhance educational programs (Rocha & Hamed, 2018).

Summing up, research in Kazakhstan regarding private tutoring was mainly conducted on senior grade school students, exploring their motives, reasons, types of participation, and payment amounts. A few studies touched on primary and secondary-level students by analyzing students' and teachers' attitudes toward private tutoring. Even fewer studies have been conducted on private English tutoring. For future research, it may be interesting to identify the reasons for private tutoring despite the mandatory study of English at schools. In addition, as parents are involved in private tutoring, at least by being responsible for

the financial part, their opinions should also be considered. Finally, as demand for private tutoring is quite high, there is a need to explore the reasons for it more deeply, particularly the quality of school teaching, status maintenance, and/or "prisoner's dilemma" that forces families anyway to turn to private tutoring.

REFERENCES

Akynova, D., Zharkynbekova, S., Agmanova, A., Aimoldina, A., Dalbergenova, L. (2014). Language Choice among the Youth of Kazakhstan: English as a Self-Representation of Prestige. Elsevier Ltd. http://creativecommons.org/licenses/by-nc-nd/3.0/

Baker, D.; LeTendre, G. 2005. National differences, global similarities: world culture and the future of schooling. Stanford, CA: Stanford University Press.

Benckwitz, L., Guill, K., Roloffa, J., Ömeroğulları, M., Köller, O. (2022). Investigating the relationship between private tutoring, tutors' use of an individual frame of reference, reasons for private tutoring, and students' motivational-affective outcomes. Elsevier Inc. https://doi.org/10.1016/j.lindif.2022.102137

Borjian, M. (2014). Language-education policies and international institutions. The World Bank's vs. UNESCO's global framework. Language Problems & Language Planning 38:1, 1–18. doi 10.1075/lplp.38.1.01bor ISSN 0272–2690 / E-ISSN 1569–9889 © John Benjamins Publishing Company

Bray, M. (2022). Shadow Education in Asia and the Pacific: Features and Implications of Private Supplementary Tutoring. In: Lee W.O., Brown P., Goodwin A.L., Green A. (eds) International Handbook on Education Development in Asia-Pacific. Springer, Singapore. https://doi.org/10.1007/978-981-16-2327-1_101

Chankseliani, M., Gorgodze, S., Janashia, S., & Kurakbayev, K. (2020). Rural disadvantage in the context of centralised university admissions: a multiple case study of Georgia and Kazakhstan. Compare: A Journal of Comparative and International Education, 50(7), 995–1013.

Crystal, D. (2003). English as a global language (2nd ed.). Cambridge University Press.

Gerfanova, E. (2018). Foreign Language Education of Kazakhstan: Current Trends and Future Perspectives. PEOPLE: International Journal of Social Sciences, 4(3), 735-745.

Elamin, O., Rizk, R., & Adams, J. (2019). Private tutoring and parents decision to work more: evidence from Egypt, Education Economics, 27:2, 132-154, DOI: 10.1080/09645292.2018.1503232

Entrich, S. R. (2017). Shadow education and social inequalities in Japan: Evolving patterns and conceptual implications. Springer.

Hajar, A., & Abenova, S. (2021). The role of private tutoring in admission to higher education: Evidence from a highly selective university in Kazakhstan. Hungarian Education Research Journal, 11(2), 1–19.

Hajar, A., & Karakus, M. (2023a). Coming out of the shadows: investing in English private tutoring at a transition point in Kazakhstan's education system during the global pandemic. The Language Learning Journal, DOI: 10.1080/09571736.2023.2213244

Hajar, A., & Karakus, M. (2023b). Throwing light on fee-charging tutoring during the global pandemic in Kazakhstan: implications for the future of higher education. Asia Pacific Education Review https://doi.org/10.1007/s12564-023-09831-7

Hajar, A., Sagintayeva, A., & Izekenova, Z. (2022). Child participatory research methods: Exploring grade 6 pupils' experiences of private tutoring in Kazakhstan. Cambridge Journal of Education. https://doi.org/10.1080/0305764X.2021.2004088

Kaess, K. (2017). English in the OECD: transcultural tool or embodiment of symbolic power? The Translator, 23:4, 404-415, DOI: 10.1080/13556509.2017.1385942

Kalikova, S., & Rakhimzhanova, Z. (2009). Private tutoring in Kazakhstan. In I. Silova (Ed.), Private supplementary tutoring in Central Asia: New opportunities and burdens (pp. 93–118). UNESCO International Institute for Educational Planning (IIEP).

Kambatyrova, A. (2022). Parents' language ideologies in the context of trilingual education policy in Kazakhstan. International journal of multilingualism. https://doi.org/10.1080/1479071 8.2022.2153850

Karabassova, L. (2020). Understanding trilingual education reform in Kazakhstan: Why is it stalled? In D Egea (Ed.), Education in Central Asia: A kaleidoscope of challenges and opportunities (pp. 37–51). Springer.

Kwo, O. & Bray, M. (2014). Understanding the nexus between mainstream schooling and private supplementary tutoring: patterns and voices of Hong Kong secondary students, Asia Pacific Journal of Education, 34:4, 403-416, DOI: 10.1080/02188791.2014.961900

Kwon, S., Kristja nsson, K. and Walker, D.I. (2017), "Misery in dark shadows behind the high achievement scores in South Korean schooling: an ethnographic study", Educational Review, Vol. 69 No. 2, pp. 201-217.

Lee, C.J., Lee, H. and Jang, H.M. (2010), "The history of policy responses to shadow education in South Korea: implications for the next cycle of policy responses", Asia Pacific Education Review, Vol. 11, pp. 97-108.

Lodhi, I. & Ilyassova-Schoenfeld, A. (2023). The Bologna process and its impact on the higher education reforms in Kazakhstan: a case of policy transfer and translations. Studies in Higher Education, 48:1, 204-219, DOI: 10.1080/03075079.2022.2124244

Lorenz, J., & Stubbe, T. C. (2020). Private tutoring as a means for maintaining social status. Journal for Educational Research Online. Vol. 12, No. 2, 89–113

Nazarbayev, N. (2007). Message of the President of the Republic of Kazakhstan N. Nazarbayev to the people "New Kazakhstan in the new world" // Messages from the leader of the nation to the people / comp. G.T. Tanibergenova, K.T. Kallakhanov, R.Zh. Alimbekov. — Astana: Kultegin, 2008. — P.237 – 280.

Ni, D. (2021). Tutoring ban leaves a trail of debt, anger, and broken dreams. Sixth Tone, 1 November. https://mp.weixin.qq.com/s/fKHeX4Ir-EOngiNbM39GaA

Rocha, V. & Hamed, Sh. (2018). Parents' Perspectives on Paid Private Tutoring in the United Arab Emirates. academia.edu

Silova, I. and Bray, M. (2006). "The context: societies and education in post-socialist

transformation". In I. Silova,V.Budiene and M. Bray (Eds.), Education in hidden marketplace: monitoring of private tutoring (pp 41-60). Budapest: Education Support Program (EPS) of the Open Society Institute.

Silova, I. (2009). Private supplementary tutoring in Central Asia: New opportunities and burdens. International Institute for Educational Planning.

Silova, I. (2010). Private tutoring in Eastern Europe and Central Asia: Policy choices and implications. Compare: A Journal of Comparative and International Education, 40(3), 327–344.

Spring, J. (2008). Research on Globalization and Education. Review of Educational Research, Vol. 78, No. 2, pp. 330–363 DOI: 10.3102/0034654308317846

Tan, Ch. (2020). Private tutoring and the subjective rationalities of parents: the experiences in South Korea and Singapore. Emerald Publishing Limited 2046-3162 DOI 10.1108/AEDS-08-2020-0183

Tleuzhanova, G., Shunkeyeva, S., Tuleubayeva, Sh., Sarzhanova, G., Mazhenova, R., and Aubakirova, G. (2020). Functional Rating of the English Language in Multilingual Education in Kazakhstan. Palarch's Journal of Archaeology of Egypt/Egyptology 17(10), 1806-1824. ISSN 1567-214x

Yung, K. & Hajar, A. (2023). International Perspectives on English Private Tutoring: Theories, Practices, and Policies. London: Palgrave Macmillan

Zuo, S. (2021). Wide-ranging guideline to rein in tutoring sector in China. China Daily, 26 July. https://newsletter.chinadailyhk.com/newsletter/top_headlines/article/230204?user_id=193527andemai l_id=3171#Wide-ranging-guideline-to-rein-in-tutoring-sector-in-China

THE ROLE OF CULTURAL FACTORS IN LEGAL TRANSLATION

Ibragimzoda A.F.

Abstract: This study explores the complex relationship between cultural elements and legal translation, investigating their influence on translation accuracy, strategies for effective integration, impact on contractual language, challenges faced, and methods employed by translators. Through an examination of linguistic nuances, socio-cultural norms, and legal traditions, the research underscores the significance of cultural competency in achieving precise and culturally sensitive translations. Thematic analysis of existing literature identifies common themes, challenges, and strategies, offering practical insights and recommendations for enhancing legal translation practices in diverse cultural contexts.

Keywords: cultural factors, legal translation, translation accuracy, cultural competence, legal traditions.

.

INTRODUCTION

Due of its complexity and diversity, culture is difficult to define and understand. One of the first anthropologists to study the idea was Edward B. Tylor (1832), who defined culture as including a variety of elements like knowledge, religion, art, law, and custom. John Lyons (1965) went into more detail about culture, emphasizing its importance to civilization and how it manifests itself in many social contexts. Because language and legal systems are intertwined with cultural nuances, translation becomes complex, particularly in legal circumstances.

PROBLEM STATEMENT

Scholars like Baker (2010) and Munday (2009) stress how crucial it is to take cultural considerations into account when translating legal documents in order to prevent errors and misinterpretations. According to Hafner (2011), the failure to consider cultural viewpoints while translating legal texts can result in misunderstandings and conflicts because different cultural interpretations of legal terms and concepts exist. Bhatia and Bhatia (2011) talk about the drawbacks of literal translation, which can obfuscate messages and cause communication breakdowns when cultural nuances are ignored.

PURPOSE OF THE STUDY

Through an analysis of how cultural nuances affect the interpretation and transfer of legal concepts across various cultural contexts, this study aims to identify the precise role of cultural factors play in legal translation. By exploring these dynamics, the research seeks to enhance the understanding of the interplay between culture and legal

discourse and provide insights for improving translation accuracy and clarity.

RESEARCH QUESTIONS

1. How do cultural nuances affect the accuracy and understanding of legal terms in translation?

2. What strategies can be employed to integrate cultural characteristics effectively in legal translation while maintaining accuracy?

3. How do differences in legal traditions impact contractual language, and how can translation address these variations for clarity and compliance?

SIGNIFICANCE OF THE STUDY

This study fills a critical gap in understanding the impact of cultural factors on legal translation, providing insights for professionals in international law, translation studies, and related fields. The findings offer practical implications for cross-cultural communication and legal practice, contributing to theoretical advancements in linguistics and humanities research.

OUTLINE

The study explores the intricate relationship between culture and legal translation, examining strategies for navigating cultural nuances, addressing challenges, and ensuring accuracy in translation. Through qualitative research, the study delves into linguistic variations, socio-cultural norms, and legal frameworks, highlighting the importance of cultural competence and interdisciplinary collaboration in achieving accurate translations within legal contexts.

LITERATURE REVIEW

Legal translation navigates the intricate terrain of diverse customs, cultures, and legal frameworks, reflecting an interconnected global legal practice. Cultural elements significantly shape this process, impacting how legal discourse is understood, utilized, and adapted across linguistic and sociocultural contexts. This literature review delves into the symbiotic relationship between culture and legal translation, exploring three interconnected themes: the cultural dimensions of translating legal texts, legal discourse across diverse cultures, and the influence of culture on the interpretation of legal documents.

Legal English, characterized by precision and complexity, presents challenges in translation due to its distinctive traits. The understanding of legal discourse is deeply influenced by cultural elements, as highlighted by prominent scholars such as Duranti (1997), Bhatia ana Bhatia (2011). Cultural factors significantly impact the accuracy of legal translation, necessitating a comprehensive grasp of legal culture, including concepts, precepts, and viewpoints on law and legal institutions. Variations in idiomatic expressions, linguistic structures, and rhetorical devices across cultures pose challenges in translating legal terms accurately (Hu, 2018; Johnson, 2020).

Culture plays a pivotal role in legal translation, extending beyond linguistic aspects to encompass social norms, ideologies, and interpersonal connections. Translating legal texts requires not only linguistic proficiency but also cultural competency to ensure accurate and culturally relevant translations (Jones, 2017; Garcia, 2022). Differences in legal systems and cultural contexts impact the interpretation and application of legal concepts, highlighting the importance of understanding cultural nuances in legal translation (Chang, 2020; Khan, 2018).

The interpretation of legal texts is influenced by cultural factors, particularly in contexts with diverse legal cultures. Legal systems and cultural backgrounds shape the understanding and application of legal concepts, leading to challenges in bridging cultural boundaries (Hafner, 2011). Strategies for adapting legal texts to reflect cultural values and norms are essential for ensuring clarity and compliance in legal translation (Brown, 2019; Wang, 2021).

The integration of cultural considerations into legal translation is crucial for promoting accurate comprehension and facilitating effective communication across linguistic and cultural barriers. Specialized training and cultural competency are essential for translators to navigate the complexities of legal discourse and uphold standards of professionalism and cultural sensitivity. By recognizing the intricate interplay between culture and legal translation, practitioners can enhance the accuracy and efficacy of legal communication on a global scale.

METHODOLOGY

The study delves into the intricate process of legal translation, situated at the intersection of language, law, and culture, aiming to illuminate the significant influence of cultural factors on this complex endeavor. Employing qualitative approaches, the research employs a descriptive and exploratory strategy to gain deeper insights into the nuances of cultural impacts on legal translation. Qualitative research offers a detailed exploration of participants' experiences, opinions, and interpretations, providing rich data to unveil the underlying mechanisms shaping cross-cultural communication within legal discourse (Baker, 2010).

RESEARCH APPROACH

Utilizing a descriptive and exploratory approach, this study employs qualitative methods to investigate the cultural elements shaping legal translation and enhance understanding of the translation process. Qualitative research is well-suited for exploring intricate phenomena such as the influence of cultural elements on legal translation (Creswell, 2013).

RESEARCH DESIGN

The study employs qualitative methods to gather rich insights into the experiences and perspectives of legal translators regarding cultural factors in translation.

SAMPLING

Purposive sampling is employed to select members according to particular standards applicable to the goals of the research. Five professional translators specializing in legal translation are chosen, considering their expertise, language combinations, and cultural contexts.

DATA COLLECTION TOOLS

Semi-structured interviews are conducted to gather in-depth information on the cultural variables influencing legal translation, strategies for mitigating cultural influences, and challenges encountered in translating legal documents across cultures. Interviews are recorded with participants' consent and transcribed for analysis.

DATA ANALYSIS

Content analysis and thematic analysis are employed to analyze the qualitative data. Content analysis involves identifying themes and patterns within interview transcripts, while thematic analysis identifies key themes and insights related to cultural aspects of legal translation.

ETHICAL CONSIDERATIONS

Getting participants' informed consent, protecting data confidentiality, and permitting voluntary involvement are all examples of ethical considerations. Risks to participants' privacy and data security are mitigated through secure storage and anonymization measures.

BENEFITS

Participants do not receive immediate benefits from participating in the research, but the study aims to contribute to scholarly understanding and provide guidance for translators.

LIMITATIONS

Limitations include the small sample size due to restricted participant availability and potential cultural differences between the researcher and participants, which may affect the study's validity.

Overall, the qualitative methodology employed in this research aims to offer thorough understandings of the cultural dimensions of legal translation, advancing scholarly discourse and offering practical guidance for translators navigating cross-cultural contexts.

FINDINGS

Legal conventions encompass a multitude of historical, cultural, and regulatory factors that shape contract language across jurisdictions. The general format, tone, and formality of legal papers are all influenced by these conventions, which also set language standards. Common law systems emphasize case law and precedent, which encourages a flexible approach to contract language. Examples of these systems are found in the US and the UK. Conversely, civil law systems, which are more common in portions of Asia, South America, and continental Europe heavily rely on codified rules, resulting in a more rigid contractual language.

Legal translation operates at the intersection of language, culture, and law, posing unique challenges and opportunities for cross-cultural communication. Through interviews with specialists and professionals in the area, this study seeks to investigate the unique role that culture plays in legal translation. Insights from these interviews shed light on how linguistic and cultural sensitivity impact the accuracy and efficacy of translated legal documents, as well as the methods and strategies used to overcome translation challenges.

One key aspect highlighted in the study is the necessity for translators to adapt contract language to align with the legal frameworks of the target jurisdiction. This requires not just linguistic translation as well as an in-depth understanding of the terminology, legalese, and traditions of the local systems of law. Failure to make these adjustments can lead to misunderstandings or even invalidate translated contracts,

underscoring the importance of cultural and legal literacy among legal translators.

Cultural factors play a significant role in legal translation, particularly when dealing with sensitive or controversial subjects. Translators must navigate cultural nuances to ensure that contract language is both courteous and culturally appropriate. This requires not only fluency in language but also a profound understanding of the cultural context surrounding legal concepts. For instance, when translating contracts involving gender roles or religious customs, translators must carefully consider cultural sensitivities to prevent misinterpretation or offense.

Interviews with participants highlighted the importance of linguistic nuances, legal terminology, and audience considerations in legal translation. Ambiguity in language and differences in legal terminology across cultures pose challenges for accurate translation, emphasizing the need for translators to possess a thorough knowledge of both the language of origin and the language of translation. Moreover, tailoring translations to suit the cultural background and linguistic preferences of the intended audience is crucial for effective communication and comprehension.

The study also addressed ethical considerations in legal translation, emphasizing the importance of confidentiality, impartiality, and accuracy. To protect the rights and values of every side engaged and to preserve the honesty of the interpretation profession, translators must abide by ethical norms.

In conclusion, legal translation requires a comprehensive approach that integrates linguistic proficiency, cultural awareness, and strategic methodologies. By navigating linguistic and cultural challenges with sensitivity and expertise, translators can ensure that legal translations uphold accuracy, clarity, and cultural appropriateness, facilitating effective cross-border communication and legal discourse.

DISCUSSION

In a recent study a qualitative exploration was conducted to delve into the intricate relationship between cultural elements and the complexities of legal translation. The study aimed to shed light on how cultural nuances significantly influence translation accuracy and the strategies employed by translators to navigate these challenges effectively.

Cultural nuances play a pivotal role in legal translation, affecting the precision and comprehension of legal terms across different cultural contexts. Translators must be attuned to these nuances to ensure accurate translation and understanding of legal language. For instance, understanding linguistic variations, legal system disparities, and historical backgrounds is crucial for contextualizing legal terms accurately (Duranti, 1997).

Legal terminology often carries historical connotations and reflects societal norms within specific cultures (Bhatia and Bhatia, 2011). Therefore, translators must exercise caution to adapt legal terms appropriately, considering cultural sensitivities related to gender, ethnicity, and religion (Cornelius, 2011).

To tackle these challenges, translators employ various strategies such as contextual analysis, cultural adaptation, and consultation with legal and cultural experts. By understanding the broader socio-cultural and legal contexts, translators can ensure that legal translations resonate authentically with the target audience (Duranti, 1997).

Differences in legal traditions across cultures further complicate the translation process, impacting the formulation and interpretation of contractual language. Translators must balance legal accuracy with cultural relevance to produce effective translations (Jones, 2017).

Despite the challenges, translators equipped with linguistic proficiency and cultural competence can navigate these complexities adeptly. Collaboration with legal and cultural experts, along with the strategic use of translation tools and resources, enhances the accuracy and cultural resonance of translated materials (Chang, 2020).

In conclusion, the study underscores the importance of cultural sensitivity and expertise in legal translation. By acknowledging and addressing cultural intricacies, translators can bridge linguistic and cultural gaps, ensuring effective communication and understanding across diverse legal systems and cultural backgrounds.

CONCLUSION

The intricacies of legal traditions heavily influence the language and structure of contracts across different jurisdictions. Distinctions between common law and civil law systems shape the interpretation and drafting of contractual agreements. Translators play a vital role in ensuring that legal documents accurately reflect the subtle nuances of each legal tradition, adapting language to align with specific legal frameworks and cultural norms.

However, there are a number of difficulties with legal translation, such as linguistic confusion, inconsistent terminology, and cultural differences. Translators must have a high degree of linguistic proficiency, legal knowledge, and cultural sensitivity in order to overcome these obstacles. Translators must pursue ongoing professional development in order to stay current with industry developments and preserve the caliber of their work.

Ethical considerations, such as confidentiality and impartiality, are paramount in legal translation to uphold the profession's honesty. Translators need to navigate cultural sensitivities and be aware of biased terminology, ensuring that translations are respectful and culturally suitable.

To address these challenges, translators can employ strategies such as contextual analysis, cultural consultation, and collaboration with legal experts. By incorporating cultural characteristics into translations, translators can bridge linguistic and cultural gaps, facilitating effective communication across diverse legal systems and cultural backgrounds.

While the study acknowledges limitations such as challenges in recruiting experienced legal translators and the vast diversity of cultures involved, it offers valuable insights into the impact of culture on legal translation. Recommendations for future research include further cross-cultural examinations of legal terminology, exploring the integration of technology in legal translation, and enhancing legal translator training programs to focus on cultural competency.

In conclusion, legal translation is a complex endeavor shaped by linguistic, cultural, and legal factors. By understanding and addressing these factors, translators can ensure accurate, culturally relevant, and ethically sound translations, promoting successful cross-cultural communication in the legal domain.

REFERENCES

Baker, M. (2010). Cultural factors in translation. In M. Baker & G. Saldanha (Eds.), The Routledge encyclopedia of translation studies (2nd ed., pp. 57-60). Routledge.

Bhatia, V. K; & Bhatia, A. (2011). Legal discourse across cultures and socio-pragmatic contexts. World Englishes, 30(4), 481–495. DOI: 10.1111/j. 1467–971X.2011.01727

Brown, C. (2019). Cultural sensitivity in legal translation: A pragmatic approach. Translation Studies Quarterly, 28(4), 78-91.

Chang, A. (2020). Strategies for clarity and compliance in contract translation. Legal Translation Journal, 15(2), 45-56.

Cornelius, E. (2011). The curious case of legal translation. Liberator, 32(1), 121–143.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Sage Publications, Inc.

Duranti, A. (1997). Linguistic anthropology. Cambridge University Press.

Garcia, J. (2022). Legal system variations and contract translation challenges. International Journal of Legal Translation, 10(1), 112-127.

Hafner, C. (2011). Professional reasoning, legal cultures, and arbitral awards. World Englishes, 30(1), 117–128. DOI: http://dx.doi.org/10.1111/j.1467–971X.2010.01691.x.

Hu, L. (2018). Cultural language differences and legal translation accuracy. Language and Law Journal, 12(3), 56-68.

Johnson, R. (2020). Linguistic disparities in legal translation: A cross-cultural analysis. Journal of Multilingual Legal Communication, 5(1), 32-45.

Jones, M. (2017). Understanding legal concepts in cross-cultural contexts. International Journal of Cross-Cultural Studies, 8(2), 89-102.

Lyons, J. (1965). Introduction to theoretical linguistics. Cambridge University Press.

Munday, J. (2009). The Routledge companion to translation studies. Routledge.

Smith, K. (2019). Cultural adaptation techniques in legal translation. Translation and Interpretation Quarterly, 30(1), 78-92.

Tylor, E. (1903). Primitive culture (4th ed.). John Murray, Albemarle Street.

Wang, S. (2021). Pragmatic approaches in legal translation: Balancing cultural nuances and legal accuracy. Journal of Language and Law, 25(2), 34-47.

COMPARISON OF SCANDINAVIAN AND FRENCH INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE

Taldybekova Aida

Abstract: The current research is conducted for the purpose of comparing and revealing to which extent the Scandinavians and the French have influenced the development of the English language regarding the historical background of the Old English and Middle English periods. The areas that were chosen for the analysis are vocabulary, considering spelling and pronunciation, and grammar since these fields reveal the significant points of the language. The research used the literary works «Beowulf» and «The Canterbury Tales» by Geoffrey Chaucer as the source for the analysis and presented the findings in textual and statistical, diagram, form. The main results showed that both Scandinavian and French took a considerable role in English as a world language, which was also repeated in other similar studies. The current paper makes a contribution to the history of the English language and could be useful for other such kinds of studies.

Key words: English language, French, Scandinavian, development, comparison, vocabulary, spelling, pronunciation, grammar

INTRODUCTION

The introduction of certain Germanic tribes in the fifth century AD marked the beginning of the English language's development, which is still ongoing today. As a result, a wide variety of languages and civilizations have had a significant influence on the English of today. Therefore, the current research paper seeks to characterize and contrast the influences of such cultures like Scandinavian and French, which in turn were among the first to leave a significant mark on the history of the development of the English language.

The objectives are to clarify the historical and social context of the events that occurred during the Old and Middle English periods; identify grammatical patterns that are specifically derived from the Old Norse and Norman languages and how they entered into the English language, and recognize vocabulary peculiarities, specifically in the areas of both spelling and pronunciation.

The uniqueness and relevance of the study lie in the fact that the current study compares the degree of influence of two major civilizations' impact on the evolution of the language that is accepted as standard across many different fields and it also provides a versatile viewpoint to the exploration of the history of English linguistics. In addition, the current research paper offers examples and ideas for individuals' inquiry that may be helpful to other scholars and students, especially those who are studying the history of the English language, researching the effects of French and Scandinavian languages on

the development of the English language or other similar topics.

In order to achieve these goals and get meaningful results from the research, the corresponding linguistic artifacts, literary works, and language evolution timelines will be examined because they ought to offer a comprehensive analysis of the influence of Scandinavian and French languages.

LITERATURE REVIEW

Scandinavian and French have influenced English in different ways, fields, and degrees; here we are going to review and find out similarities and differences, which will help us to compare how they affected the development of English.

At first, the time chronology of the beginning of the «invasion» of these languages is different. Scandinavian was one of the earliest languages affecting English: starting in the Old and continuing to the Middle English periods. The timeline of the Vikings' invasion is approximately the 8th - 10th centuries. However, according to Pardo (2009), the first Scandinavian raids took place between 787 and 850, when the Treaty of Wedmore was signed, establishing Danelaw. Therefore, they(Vikings) were able to rule and settle in all the northeastern areas. As a result, Old Norse affected place names and legal words in this region; moreover, the most influenced field was grammar, and these were the initial steps toward global alterations. A large number of borrowings, elements of the consonantal system, formation and loss of unstressed inflections, and the modification of the morphological type are conventional features of the Scandinavian invasion (Myachinskaya, 2019). Whereas the Norman invasion took place in the Middle English period and it was pretty influential but not strong enough to «Normanize» the Englishmen (Corisco, 1997). After 'Edward the Confessor,' the last Anglo-Saxon King of England, became the ruler in 1042, he positioned Norman allies to prestigious roles, thus restricting Scandinavians' ability to influence English from positions of authority. This was the beginning of the Middle English period that lasted from the 11th to 14th centuries. Subsequently, since Edward the Confessor was childless, after his death, William of Normandy was honored to be the next King of England by winning the Battle of Hastings against Harold Godwinson in 1066. This event was the announcement of the Norman conquest. As a consequence of the invasion, William appointed a French-speaking nobility and French became the language associated with prestige and aristocracy, which ordinary people could not afford (Pardo, 2009). Nevertheless, the loss of Normandy caused Englishmen to start the re-establishment of their mother language by the growth of national feeling. At that time, French was considered a language of nobility; however, we can notice how lexical, pronunciation, and grammar features of French were established in English.

Secondly, I would like to analyze vocabulary features, within lexical, spelling, and pronunciation peculiarities. It is important to mention that there are numerous borrowings from Scandinavian as well as from French. Scandinavian loanwords are mostly domestic expressions, that do not introduce new ideas, but they fulfill existing patterns and increase the functional capacity, e.g.: Words beginning in [sk] are Scandinavian borrowings: skin, sky and to compare: keen, geese, ask are original English phonemes (based on the language of Germanic tribes) (Myachinskaya, 2019). One of the pronunciation and spelling features of Old Norse is diphthongization, which could be often noticed after [sk] or [k], e.g., sky in Old Norse is skie, [ie] is a long vowel which happens to be in a stressed position and pronounced like [iː] (Perelgut, 2009). This may lead to the fact that Scandinavians are not intellectually or industrially superior; on the contrary, they coexist with the English quite peacefully.

Although Norman English was spoken mostly among the upper classes, there were 50% of French borrowings discovered in the texts of the XI century and by the end of the XVI century, there were almost 30% of words with French origin in the English vocabulary. For instance, in Chaucer's The Parlement of Foulys, we notice a lot of legitimate terminology like «counseyl» (council), «argumentis» (argument), «parliament» (parliament) (Pardo, 2008-2009). The newspaper articles of the Norman period also point to the large variety of lexical fields borrowed from the French, e.g., trône is a French word that was adopted in English like throne, or the word saint which also has French origin (Roth, 2010-2011). What about the pronunciation and spelling is that some features were lost or improved. For instance, the word hour came from the French ore, hore, where the first letter is not pronounced, even though it is spelled. This is one of the features of the French language - the first letters are not pronounced as well as the last ones like in grace, the [e] is silent. This leads to the fact that French was spoken by authorities, who were using such kinds of lexical elements in the English environment.

Next, I would like to focus on grammar and try to make some outcomes.

Vikings brought a lot into grammar. Great grammatical meanings had prepositions, pronouns, adverbs, or the verb «to be», - these are examples of Scandinavian origin (UKEssays, 2018). For instance, pronouns: þū, þē, þeċ (you), þīn (your) are originally Scandinavian.

According to that, Scandinavians deeply affected the language as we can see the use of these words in modern English as well.

French simplified English as it was the continuation of a period of synthetical language transforming into analytical. Compared to the Vikings, the French didn't influence grammar that much; however, some aspects could be noticed. Word order of nouns and adjectives is one of the general developments. For example, instead of the usual adjective first and then the noun second, in some expressions adjective goes after the noun: secretary general, surgeon general (ThoughtCo, 2021).

Based on this literature analysis, we found some details that were crucially affected by Normans and Scandinavians, which will help us in a practical analysis of the actual records.

METHODOLOGY

To compare the development of English from Scandinavian and French perspectives, we will analyze some records, using the theory, that was introduced before. To be accurate, we will explore the historical texts of the Middle and Old English periods: «The Canterbury Tales» by Geoffrey Chaucer and «Beowulf» whose author is unknown. To conduct the analysis, first used historical analysis, then the method of observation of the literature and records, and then systematization of found linguistics units and structures within the theoretical part of this study. Observation of linguistic patterns is a good method for the research paper because it effectively organizes the information that was collected. This linguistic part of the analysis of selected texts will help to identify words, phrases, and grammatical structures with Scandinavian and French origins. It will also indicate the statistics of the extent of influence on English vocabulary and grammar, in the form of frequency counts and percentages. The historical part of the analysis describes the impact of Scandinavian and French influences over different periods and indicates the chronological development. Finally, the findings and other results are presented in the form of textual explanations, and tables and graphs that illustrate found linguistic features. This clearly shows how the Scandinavian and French have significantly contributed to the English Language's development.

FINDINGS

For a better understanding of the Scandinavian influence on English development, the epic poem «Beowulf» was chosen for analysis. It is important to clarify that «Beowulf» is an Old English literary work since it uses some special literary devices such as alliteration. As actions in the poem take place in Deniga léodum (Denmark) and Scedelandum (Sweden), a lot of tribe names are used. For example Eruli or Heruli, Scyld, Geats, etc. Besides places and tribes, the number of borrowings related to everyday life, nature, sea terms, legal terminology, etc. have Scandinavian origins. For instance, cyning, landfruma, þéoden are words that describe the ruler; god, fæder, léode are words used in domestic life; holm, nacan are words related to sea.

Analyzing the words separately, it can be said that there are a lot of long vowels such as [iː] in léode, þéoden, or long [uː] in words like tó and stód. These long vowels often appear to be in a stressed position. Another feature of spelling is diphthongs and unusual letter combinations. For instance, fæder and wæter use the same diphthong [æ]; the letters þ and ð play the role of a letter combination [th] in þæt, heaðowaédum, déað. Additionally, the modern [wh] used to be spelled reversely in the Old English period, it can be noticed in the example of hwíle and hwaér. Often the [hw] combination is used to introduce pronouns that start with [wh] (where, when, etc.).

See Appendix 1.

Meanwhile, linguists argue that Scandinavians influenced mostly grammar, while Normans enriched English vocabulary with its borrowings. As an example of a wealth of vocabulary, a lot of loans were found in «The Canterbury Tales» by Geoffrey Chaucer. For instance, the governmental terminology such as knyght, lorde, nacions, the items of clothing like habergeon, cote, social life-related terms namely fader, honour, redy, and even different adjectives including dyvyne, clene. This proves the fact that many modern words, that are still used, are of French origins. Compared to the Scandinavian, The French-derived borrowings' spelling and pronunciation were more noticeable. For instance, there are a lot of patterns where some letter combinations change into another. For instance, in seeke, the [ee] is substituted by long [iː], or in words redy, resoun, ech, the letter [e] is shifted by the letter combination [ea], in syngynge, the [y] is substituted by [i], so that is singing. There are also a lot of words that have -e inflection, for example, tendre, melodye, straunge, sone. Even though these words are ended in -e, the last letter is unpronounced. The majority of such words are nouns and adjectives. In addition, the letter combination [ch], which French pronounce like [sh], was popular at that period. However, despite the [sh] soundlike pronunciation in French, in the English language, this sound assimilated and it became [ch], which we are familiar with. The examples of words beginning with [ch] are chivalrie, chyvachie. There are some words in which the first letters are silent, for example, honour and knyght.

See Appendix 2.

According to the number of findings related to vocabulary, spelling, and pronunciation peculiarities, it could be seen that out of 50 examples from «Beowulf», 62% are borrowings used in everyday life, only 10% are governmental and administrative words, 8% related to the ecclesiastical terminology, and same for the tribe names and geographical location that are repeated throughout the whole work, and the rest 12% are terms describing sea, navy, and war. In contrast, in «The Canterbury Tales», there are 58% of the words related to domestic and social life, 14% of the words associated with the army and navy, 10% of terminology related to the state institute, 10% terminology related to clothes and accessories, and only 6% of words describing nature.

Domestic terms ● **Governmental and administrative words** ●
Ecclestical words ● **Tribe names and geografical location** ●
Sea terms and navy ●

Domestic and social life terms ● **Governmental and administrative words** ●
Nature describing terminilogy ● **Pronouns** ●
Army and navy terms ● **Clothes terminilogy** ●

Left pie chart: 62 %, 12 %, 8 %, 8 %, 10 %
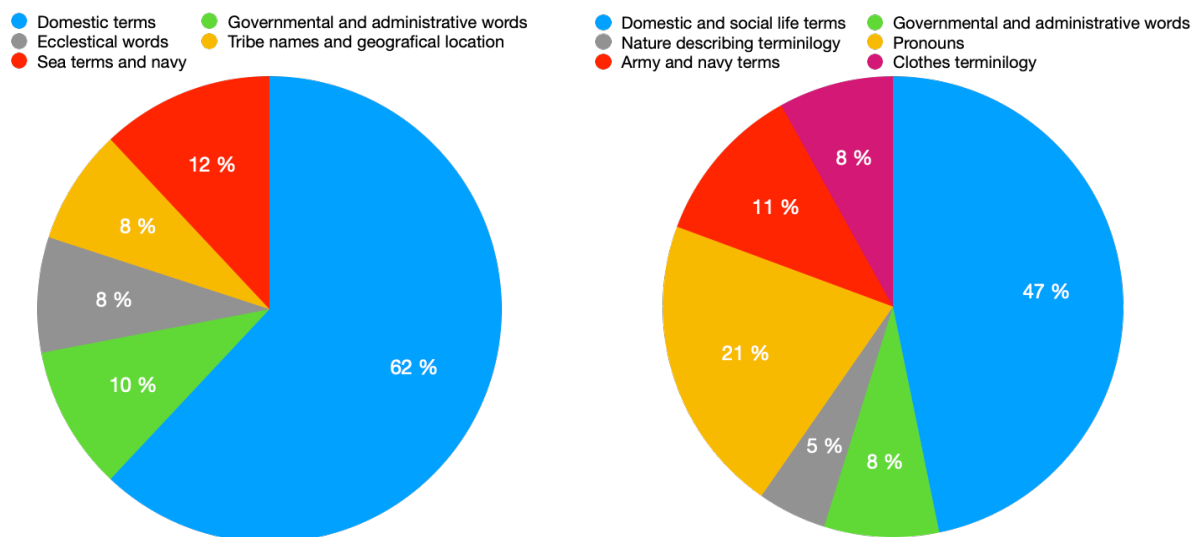
Right pie chart: 47 %, 8 %, 11 %, 8 %, 5 %, 21 %

Figure 1. Scandinavian and French Influence on Vocabulary

Now, as the vocabulary-related discussion has come to an end, let's move to the grammar. As it was said before, the Old Norse mostly affected the grammatical part of the English language. The vivid examples are verbs and pronouns. As the language in the Old English period was at the beginning of changing from synthetical to analytical, the Scandinavian grammar somehow simplified the grammar and made it more or less standardized. The majority of pronouns are of Scandinavian descent. Ic, hwá, him are the most frequently encountered pronouns in «Beowulf». The pronouns were declined in numbers, genders, and persons; therefore, «he» in Old English could be hé or him. Another grammar aspect is verbs, to be accurate past inflections of weak verbs. As the language was still synthetical, to make a verb in a past form, there should be added appropriate inflections. For instance, sende, seomade, daélde are in past tense because these words have -de ending. However, the verbs gebéacnod and gefýsed are in past participle form since these words have ge-prefix in combination with -d ending.

Additionally, analyzing «Beowulf» it can be seen how negation was used. To say «do not» or «did not», the particle «ne» was added before the verb. The examples are the following: ne cunnon, ne cúþon.

See Appendix 3.

From the grammatical perspective associated with old French, the most unusual for the English language feature that was marked is word order, especially in relation to nouns and adjectives. It is known that the adjective perceives the noun; however, according to French grammar rules, in most cases, the adjective comes after the noun. In Chaucer's «The Canterbury Tales», the inverted constructions are a common phenomenon. The example for noun first and adjective second is the following:

Ful weel she soong the service dyvyne, (122 line)

She sang the divine service very well,

Another Chaucer's inverted word order example is:

An horn he bar, the bawdryk was of grene (116 line)

He carried a horn, the shoulder strap was green;

See Appendix 4.

To summarize, out of 30 grammatical examples found, 40% are past and past participle forms of the verb. 23.3% of

examples are the types of pronouns used in «Beowulf», 20% are the negation patterns, and only 13.3% are grammatical units that prove that language at that period was synthetical. To compare and prove that Scandinavian had a greater impact on grammar, in «The Canterbury Tales», all of the 15 examples are related to the inverted word order.

To clarify, understand, and compare the results obtained, they are going to be discussed in the next - discussion part of the research paper.

DISCUSSION

The analysis of «Beowulf» revealed the significant influence of Old Norse on the development of English vocabulary, and especially made an important spelling and pronunciational contribution at that period. The epic poem's use of some stylistic language features points to its linguistic and historical relevance. In terms of vocabulary, «Beowulf» incorporates the majority of domestic terms used in that period as well as some governmental, religious, and war phraseology. Additionally, several place and tribe names were found that have a clear Scandinavian origin. To discuss the
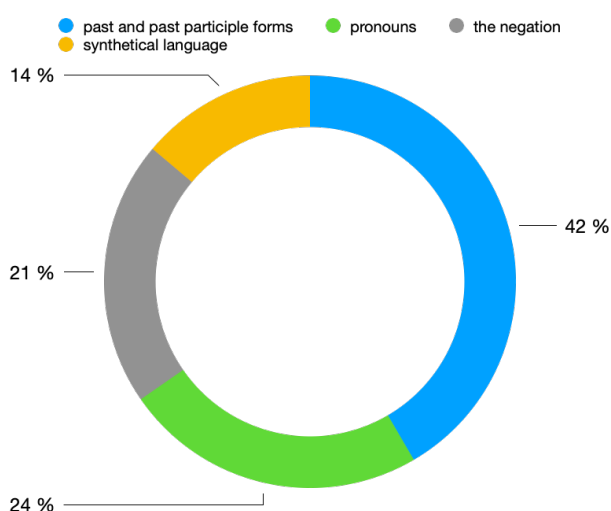

Figure 2. Scandinavian Influence on grammar

other features, it is noticed that long vowels and diphthongs are privileged, which was also discovered by Perelgut (2009), along with the unique [wh] combination. The findings correspond to the findings of other researches related to the same topic. The explanation of such findings is related to the peaceful coexistence of Vikings with the indigenous population. It led to the steady use of Scandinavian patterns in grammar and common borrowings as the Vikings were close to the ordinary people.

Comparing this to Norman's impact, it was mostly successful due to the efforts to «Normanize» the population. There are also a lot of everyday use words; furthermore, some army-related, administrative, clothes-related, and nature-related words are noticed. However, as the normanization process started at first in the upper classes of society, the loan words were assimilated and; therefore, the meaning of some words differed from their origin. Attention should also be given to other linguistic peculiarities such as silent inflections, muted or unusual letter combinations as well as the plural endings that are commonly used in «The Canterbury Tales». All of these features were also mentioned by other researchers who investigated similar topics.

Turning to the grammar, the pronouns, and verb inflections are mostly of Scandinavian origin since they reflect declension in numbers, genders, and persons. Similar findings were discovered by other researchers which emphasize the fact of the Scandinavian origin of the majority of pronouns, adverbs, and verbs, especially «to be» forms. It can be added that the verbs underwent the most changes due to the synthetical feature of language in the Old English period. Comparatively, on the examples of French influence, it could be noticed how language was transforming into analytical. A variety of declensional inflections disappeared or became simplified. This factor was also proven by other articles about French features in the English language like one in ThoughtCo

(2021), which was precisely discovered in the literature review part. Thus, the most useable evidence of French influence on grammar is inverted word order.

To conclude the discussion, the analysis of «Beowulf» and «The Canterbury Tales» underscores the change in synthetization of the language and its dynamic interaction on English development.

CONCLUSION

To sum up the analysis and investigation about the degree of influence of the French and Scandinavians on the English evolution, the comparison showed that both cultures had a great impact and took a significant place in English history. The different historical backgrounds and timelines played a big role in the aspects of language. A number of borrowings from both Norman and Scandinavian revealed the orthographical and diction qualities in English vocabulary. However, contrasting the grammar features, it could be said that Scandinavians had more repercussions as there were found a large variety of grammatical factors which can not be said about French. Nevertheless, the objectives and aims of the research are considered to be successfully reached that is, it means that Old and Middle English period events were clarified and the word features and grammatical patterns were found and described. According to the findings, current research offers a comparative analysis by highlighting the special aspects and nuances of the language and cultures of the exact periods. The study also shows how English was shaped over the ages and; moreover, the target audience is able to identify which features of linguistics remain similar.

REFERENCES

Corisco, A. M. H. (1997). French influence on English prepositions: A study of Ancrene Wisse. Studia Anglica Posnaniensia XXXII. https://repozytorium.amu.edu.pl/server/api/core/bitstreams/30c22a09-ee78-448a-9164-c026cdd24518/content

Myachinskaya, E. (2019). The factor of Scandinavian influence in the history of English. Scandinavian Philology, 17(1), pp. 22-35. https://doi.org/10.21638/11701/spbu21.2019.102

Pardo, E. (2008-2009). Compare and contrast influence on English of the Scandinavian languages and French. Innervate: Leading Undergraduate Work in English Studies, 1, pp. 236-243. https://www.nottingham.ac.uk/english/documents/innervate/08-09/0809pardohistoryofenglishlanguage.pdf

Perelgut, N. M. (2009). An outline of the history of English. NGGU. https://nvsu.ru/ru/Intellekt/1131/Istoriya%20angliyskogo%20yazika%20-%20Uchebnoe%20posobie%20-%202009.pdf

Team, ThoughtCo. (2021, December 6). Terms of Enrichment: How French Has Influenced English. Retrieved from https://www.thoughtco.com/how-french-has-influenced-english-1371255

The Scandinavian Influence on The English Language. (2018 November). UKessays.com. Retrieved July 27, 2021, from https://www.ukessays.com/essays/english-language/the-scandinavian-influence-on-the-english-language-english-language-essay.php?vref=1

Roth, I. (2010-2011). Explore the influence of French on English. Innervate: Leading Undergraduate Work in English Studies, 3, pp. 255-262. https://www.nottingham.ac.uk/english/documents/innervate/10-11/1011rothhistoryofenglish.pdf

Appendix 1.

Original	Translation	Linguistic feature	Areas of use
þæt gód cyning	that good king	þ and ð as [th] c as [k]	Governmental and administrative words
geong in geardum	young in the yards	ge combination as [y]	Domestic terms
god	God	Weak declantion of the noun	Ecclestical words
lange hwíle	a long while	Reversed [wh]	Domestic terms
gód cyning	good king	Long vowel ó c as [k]	Governmental and administrative words
Scedelandum	Northern lands (Sweden)		Tribe names and geografical location
Wedermearce	Wadermark		Tribenames and geografical location
Deniga léodum	D a n i s h l a n d (Denmark)	Long vowel é	Tribe names and geografical location
Healfdene	Half-Dane		Tribe names and geografical location
fæder	father	diphthong æ	Domestic terms
léode	people	Long vowel é	Domestic terms
wordum	words	Weak declantion of the noun	Domestic terms
landfruma	ruler of the land	Strong declantion of the noun	Governmental and administrative words
þéoden	prince	Long vowel é þ and ð as [th]	Governmental and administrative words
scipes	boat	c as [k]	Sea terms
hildewaépnum	weapons of battle	Long vowel é	Sea and war terms
heaðowaédum	war-dress	þ and ð as [th] Long vowel é	Sea and war terms
gyldenne	gold	Strong declantion of the noun/adjective	Domestic terms
héafod	head	Long vowel é	Domestic terms
holm	sea	Weak declantion of the noun	Sea terms
murnende	mourning	Strong declantion of the noun	Domestic terms
heofenum	heaven	Weak declantion of the noun	Ecclestical words
earde	earth	Strong declantion of the noun	Domestic terms (nature)

worold	world	Weak declantion of the noun	Domestic terms
cwén	Queen	c as [k] Long vowel é	Governmental and administrative words
ealdum	old	Weak declantion of the noun/adjective	Domestic terms
horngéap	horn-gabled	Long vowel é	Domestic terms
healle	hall	Strong declantion of the noun	Domestic terms
hearpan	harp	Weak declantion of the noun	Domestic terms
wæter	water	diphthong æ	Domestic terms (nature)
sunnan	sun	Weak declantion of the noun	Domestic terms (nature)
mónan	moon	Long vowel ó	Domestic terms (nature)
land	land	Weak declantion of the noun	Domestic terms
helle	hell	Strong declantion of the noun	Ecclestical words
mancynne	mankind	c as [k]	Domestic terms
húses	house	Long vowel ú	Domestic terms
sæt	sat	diphthong æ	Domestic terms
strang	strong	Weak declantion of the noun	Domestic terms
tó	too	Long vowel ó	Domestic terms
niht	night	Weak declantion of the noun	Domestic terms
elles hwaér	somewhere else	Reversed [wh] Long vowel é	Domestic terms
stód	stood	Long vowel ó	Domestic terms
móras	moors	Long vowel ó	Domestic terms

æfter	after	diphthong æ	Domestic terms
déaðdæge	death-day	þ and ð as [th] diphthong æ	Ecclestical words
strengest	strength	Weak declantion of the noun/adjective	Domestic terms
dæge	day	diphthong æ ge combination as [y]	Domestic terms
nacan	boat	Weak declantion of the noun	Sea terms
winde	wind	Strong declantion of the noun	Domestic terms (nature)

Appendix 2

Original	Translation	Linguistic feature	Areas of use
licour	liquid	ou letter combination	Domestic and social life terms
flour	flower	ou letter combination	Nature describing terminilogy
sweete	sweet	Scilent -e inflection	Domestic and social life terms
tendre	tender	Scilent -e inflection	Domestic and social life terms
sonne	sun	Scilent -e inflection	Nature describing terminilogy
smale	small	Scilent -e inflection	Domestic and social life terms
melodye	melody	Scilent -e inflection	Domestic and social life terms
nyght	night	Scilent gh letter combination	Domestic and social life terms
seken/seke	seek	-en inflection for past form; Scilent -e inflection	Domestic and social life terms
straunge	foreign	Scilent -e inflection	Domestic and social life terms
londes	lands	-s inflection for plural forms	Nature describing terminilogy
holpen	helped	-en inflection for past form	Domestic and social life terms
seeke	sick	Long vowel ee; Scilent -e inflection	Domestic and social life terms
Redy	ready	Short e for ea letter combination	Domestic and social life terms
compaignye	company	gn letter combination; Scilent -e inflection	Domestic and social life terms
chambres	bedrooms	[ch] letter combination	Domestic and social life terms
To reste	to rest	Scilent -e inflection	Domestic and social life terms
resoun	reason	ou letter combination	Domestic and social life terms
ech	each	Short e for ea letter combination;[ch] letter combination	Pronoun
hem	them	Scilent letter h	Pronoun
knyght	knight	Scilent gh letter; combination	Army and navy terms

honour	good reputation	Scilent letter h	Governmental and administrative words
Trouthe	fidelity	ou letter combination; Scilent -e inflection	Governmental and administrative words
curteisie	courtesy	Scilent -e inflection	Domestic and social life terms
nacions	nations	-s inflection for plural forms	Governmental and administrative words
degree	(social) rank	Long vowel ee	Governmental and administrative words
batailles	battles	-s inflection for plural forms	Army and navy terms
batailles	battles	-s inflection for plural forms	Army and navy terms
mortal	mortal		Army and navy terms
foo	foe	Long vowel oo	Army and navy terms
lord	lord		Governmental and administrative words
mayde	maid	Scilent -e inflection	Domestic and social life terms
nevere	never	Scilent -e inflection	Domestic and social life terms
goode	good	Scilent -e inflection	Domestic and social life terms
gypon	tunic of coarse cloth		Clothes terminilogy
habergeon	coat of mail	Scilent letter h	Clothes terminilogy
sone	son	Scilent -e inflection	Domestic and social life terms
lengthe	height	Scilent -e inflection	Domestic and social life terms
chyvachie	cavalry	Scilent -e inflection	Army and navy terms
daunce	dance	Scilent -e inflection	Domestic and social life terms
purtreye	draw	Scilent -e inflection	Domestic and social life terms

cote	coat	Scilent -e inflection	Clothes terminilogy
hood	hood	Long vowel oo	Clothes terminilogy
belt	belt		Clothes terminilogy
arwes	arrows	-s inflection for plural forms	Army and navy terms
hand	hand		Domestic and social life terms
visage	face	Scilent -e inflection	Domestic and social life terms
swerd	sword		Army and navy terms
dyvyne	divine	Scilent -e inflection	Domestic and social life terms
noble	noble	Scilent -e inflection	Domestic and social life terms

Appendix 3.

Original	Translation	Grammatical features
sende	sent	-de inflection for past form
wæs	was	The change of the whole word - synthetucal language
þæt	that	Pronoun
hé selfa	he himself	Pronoun
ic	I	Pronoun
seomade	lay	-de inflection for past form
hwá	who	Pronoun
lifde	lived	-de inflection for past form
hýrde	heard	-de inflection for past form
him	his, him, he	Pronoun
daélde	dealt out	-de inflection for past form
sægde	spoke	-de inflection for past form
héold	held	The change of the whole word - synthetucal language
fand	found	The change of the whole word - synthetucal language
gefremede	p e r p e t u a t e d , committed	-de inflection for past form
éaðfynde	found	-de inflection for past form
gebéacnod	made	ge- prefix and -d inflection for past participle form
ne wolde	did not want	Negation through adding ne
eardode	dwelt	-de inflection for past form
ne cunnon	do not know	Negation through adding ne
ne cúþon	did not know	Negation through adding ne
Hæfde	had	The change of the whole word - synthetucal language
sande	sand	-de inflection for past form
gefýsed	urged	ge- prefix and -d inflection for past participle form
né gé léafnesword	nor you the leave-world	Negation through adding ne
ne wisson	don't know	Negation through adding ne
ne seah ic elþéodige	I have not seen from a foreign land	Negation through adding ne
mé	me	Pronoun
híe	they	Pronoun

Appendix 4.

Original line	Translation	Line number	Grammatical features
An horn he bar, the bawdryk was of grene;	He carried a horn, the shoulder strap was green;	116	Invertion
Ful weel she soong the service dyvyne,	She sang the divine service very well,	122	Invertion
And Frenssh she spak ful faire and fetisly,	And she spoke French very well and elegantly,	124	Invertion
At mete wel ytaught was she with alle;	At meals she was well taught indeed;	127	Invertion
She leet no morsel from hir lippes falle,	She let no morsel fall from her lips,	128	Invertion
She leet no morsel from hir lippes falle,	She let no morsel fall from her lips,	128	Invertion
Ne wette hir fyngres in hir sauce depe;	Nor wet her fingers deep in her sauce;	129	Invertion
Of smale houndes hadde she that she fedde	She had some small hounds that she fed	146	Invertion
But soore wepte she if oon of hem were deed,	But sorely she wept if one of them were dead,	148	Invertion
Or if men smoot it with a yerde smerte	Or if someone smote it smartly with a stick;	149	Invertion
And theron heng a brooch of gold ful sheene,	And thereon hung a brooch of very bright gold,	160	Invertion
Another NONNE with hire hadde she,	She had another NUN with her,	163	Invertion
Lat Austyn have his swynk to hym reserved!	Let Augustine have his work reserved to him!	188	Invertion
He hadde of gold ywroght a ful curious pyn;	He had a very skillfully made pin of gold;	196	Invertion
Unto his ordre he was a noble post.	He was a noble supporter of his order.	214	Invertion

THE ROLE OF KAZTEST IN THE LANGUAGE POLICY AND PLANNING OF KAZAKHSTAN

Yelemessova M.B.

Abstract: This paper is derived from research conducted for my dissertation defense focused on language policy and planning in Kazakhstan, with a narrowed focus on the KAZTEST system. This study aims to analyze the role of the KAZTEST system in promoting the Kazakh language as the state language of Kazakhstan. Using a qualitative research design, the methodology involved semi-structured interviews, providing flexible and focused discussions on participants' experiences and perceptions of KAZTEST. Findings highlight KAZTEST's dual function as both a language proficiency assessment and a strategic tool for promoting the Kazakh language. Additionally, this research identifies critical gaps such as low awareness, inadequate preparation materials, and the need for revised assessment methodologies. Based on these findings, several recommendations are proposed that could significantly enhance the KAZTEST system.

Keywords: Language Policy, Language Planning, Kazakh language, Language assessment, KAZTEST.

INTRODUCTION

Language policy and planning (LPP) in Kazakhstan presents a unique case of linguistic and cultural dynamics within the post-Soviet space. Language policy and planning involves the efforts by governments or other authoritative bodies to influence language use and development among the population. It includes both "language policy," which Spolsky (2004) defines as the efforts to modify or influence language practices, beliefs, and management, and "language planning," which Kaplan and Baldauf (1997) describe as the practical measures taken to implement these policies, such as developing new language education programs or standardizing a national language. Since its independence in 1991, Kazakhstan has been actively managing its multilingual heritage while promoting the Kazakh language to foster a unified national identity.

The creation and implementation of the KAZTEST system is a significant element in these efforts. Established in 2006 by the National Testing Center, KAZTEST was designed to evaluate the Kazakh language proficiency of both citizens and foreigners working in Kazakhstan. This system not only serves as a standardization tool but also plays a crucial role in language policy. Over the past decades, both domestic and international researchers have explored how language assessments impact national identity and language policies. Shohamy (2007) argues that language tests can be powerful tools for language policy, influencing which languages are learned and how they are used in society. According

to Bachman (1990), language assessment tests are systematic procedures designed to evaluate an individual's language proficiency in relation to specific tasks or skills. In Kazakhstan, KAZTEST functions not just as a measure of language proficiency but as a strategic instrument in the government's broader language policy. KAZTEST significantly impacts the social and political life of Kazakhstan, reflecting national peculiarities and influence. Its development is part of the official language policy, a common feature in multilingual countries (Dinayeva et al., 2016).

RESEARCH METHODS

This study employs a qualitative research design to explore the role of the KAZTEST in promoting the Kazakh language as the state language of Kazakhstan. The qualitative approach is particularly effective in uncovering the depth, meanings, and complexities inherent in social phenomena, making it highly suitable for understanding the nuanced impacts of language policies on individual behaviors and societal outcomes (Merriam, 1998).

RESEARCH SAMPLE

Purposeful sampling was chosen to obtain deep insights into the KAZTEST system. This method focuses on selecting information-rich cases that are particularly informative about the issues central to the research aims (Patton, 2014). The research sample consisted of ten individuals aged between 22 and 50, representing a diverse cross-section of Kazakhstan's professional and educational communities, as detailed in Table 1. A key criterion for participant selection was that all had taken the KAZTEST, ensuring that each could provide firsthand insights into their experiences with the system. This selection is crucial for collecting diverse viewpoints on the KAZTEST system and comprehending its specific impacts within various sociocultural and professional settings.

DATA COLLECTION

Data collection involved semi-structured interviews, which are well-suited for facilitating a flexible and focused discussion on participants' subjective experiences and perceptions of KAZTEST. These interviews allow participants to express their views in their own words, providing depth and context to the study (Kvale, 1996). The interviews were conducted in Russian, accommodating the primary language preferences of the participants, which helps in eliciting more accurate responses. Each interview lasted approximately 25-30 minutes, ensuring sufficient time to cover all relevant topics to the participants. The interview protocol included open-ended questions focusing on several key areas: (1) Participants' motivations for taking KAZTEST; (2) Their methods of preparation; (3) Perceived challenges associated with KAZTEST; (4) Views on the effectiveness of KAZTEST in promoting the Kazakh language.

DATA ANALYSIS

The interview data were transcribed and anonymized to ensure confidentiality. Thematic analysis was then employed to identify and analyze patterns within the data, involving coding the data into themes such as "Mixed Perceptions," "Preparation Methods," and "Areas for Improvement". This methodological approach emphasizes the similarities and differences in participants' perceptions, directly connecting the findings to the research question and thereby strengthening the relevance of the conclusions (Braun & Clarke, 2006).

FINDINGS

The interviews reveal various perspectives on the role of KAZTEST in Kazakhstan, highlighting a significant issue: many people are unaware of KAZTEST unless it is required for specific purposes. This indicates a considerable gap in the promotion of KAZTEST. Additionally, opinions on KAZTEST's effectiveness in promoting multilingualism vary widely. Some

№	Age	Purpose	Occupation	Education Level
1	50	Bolashak	Dean of the Faculty of Engineering	PhD
2	22	Bolashak	Psychologist	Bachelor's degree
3	26	Bolashak	Finance Accountant	Bachelor's degree
4	32	Work requirement	Employee at Samruk Qazyna	Bachelor's degree
5	36	University requirement	Vice President for Strategic Development and Digitalization	PhD
6	27	Bolashak	Stylist	Master's degree
7	29	Work requirement	Employee at Samruk Qazyna	Bachelor's degree
8	33	Work requirement	Teacher	Master's degree
9	36	Bolashak	Accountant	Master's degree
10	31	Bolashak	Consulting	Master's degree

Table 1
Summary of Participant Information

individuals view it merely as a proficiency test without broader cultural or linguistic impacts. On the other hand, some argue that it is vital for promoting Kazakhstan's multicultural policies by motivating people to learn the Kazakh language.

I do not think KAZTEST helps with development; it does not provide much assistance. It does identify knowledge levels, but overall, it is not needed (Participant 1). I believe KAZTEST plays a crucial role in promoting Kazakhstan's multicultural policy and supports multilingualism. From my personal experience and seeing how colleagues and friends react to taking KAZTEST, the test genuinely sparks interest in learning the language and culture, which is vital for maintaining harmony in a diverse society (Participant 8).

Interview participants identified several important issues: the availability of only a paper-based version of the test, an excessive focus on grammar, and a lack of preparation materials. Many specifically noted the insufficiency of preparation materials and mentioned that the official resources provided on the website appear underdeveloped and inadequate.

When I took the online test, I could not see which mistakes I made, only the total number of errors. This made the lengthy test frustrating and poorly structured. Additionally, I believe it would be beneficial to have the option to take the test on computers at test centers (Participant 10).

A website with some trial materials has been launched, but these resources are limited. To promote the Kazakh language effectively, a broader range of materials, such as tests, audio resources, grammar exercises, and reading passages, should be made available. Even if learners memorize

them, accessibility is crucial. Expanding these materials would be beneficial. Although printed materials exist, they seem ineffective. The test center produces literature similar to Oxford and Cambridge, but a shift to a digital format and more digital content is needed, as people are less interested in buying books offline (Participant 4).

DISCUSSION

The Kazakh language acquisition assessment is crucial for executing the principles of language policy. This system supports the development of Kazakh as an official language and enhances its competitiveness. The importance of improving the competitiveness of the Kazakh language is underscored by the dominance of Russian in geopolitical, political, military, and economic spheres in the region (Pavlenko, 2008). Additionally, the preference for Russian in many well-paid professions, especially in urban areas, influences the choice of language instruction (Fierman, 2006), which in turn could shape future language preferences.

To address these challenges and promote the Kazakh language, KAZTEST was developed after studying various international language assessment systems (Sagindikov & Abdyhalikov, 2010). Inspired by these global practices, KAZTEST was designed to reflect the unique characteristics of the Kazakh language, aligning it with international standards such as TOEFL, TÖMER, and TORFL (MoSHE, 2023). While TOEFL certificates, essential for various international engagements, are valid for two years, TORFL certifications do not expire and are required for higher education in specific fields. Conversely, KAZTEST certificates are valid for three years and are mandatory for key demographic groups in Kazakhstan, including candidates for public service, "Bolashak" scholarship applicants, and teachers at Nazarbayev Intellectual Schools (MoSHE, 2023).

This strategic implementation of KAZTEST not only addresses the current challenges but also plays a crucial role in elevating the status of the Kazakh language within Kazakhstan. Holding a KAZTEST certificate provides a significant advantage in the job market, indicating that the test is not just a measure of language proficiency but also a valuable credential in professional settings. However, the full potential of KAZTEST has yet to be realized due to certain limitations in its current implementation. Enhancing KAZTEST is essential to fully utilize its potential as a key element of Kazakhstan's educational and professional landscape, thus further supporting the development and competitiveness of the Kazakh language.

CONCLUSION

The investigation into the KAZTEST system underscores its critical role in Kazakhstan's language policy and planning. This study demonstrates that KAZTEST is not merely a tool for assessing language proficiency but also a strategic mechanism for promoting the Kazakh language, thereby enhancing national identity and cultural unity. My findings reveal issues like lack of preparation materials, low awareness, insufficient promotion, and the need for both paper-based and computer-based test formats. Despite these limitations, KAZTEST is a key tool in language planning and policy of Kazakhstan and can elevate the status of the Kazakh language with proper implementation.

Several recommendations arise from my findings. Firstly, making KAZTEST mandatory for university graduation and recruitment processes could highlight the importance of the Kazakh language and ensure a minimum proficiency level. A KAZTEST certificate can enhance job market prospects, serving as a valuable qualification. Additionally, developing online preparatory resources and offering computer-based testing are essential for accessibility. Lastly, offering tests at different difficulty levels would address the needs of

Kazakhstan's diverse demographic, promoting fairness and inclusivity.

By implementing these recommendations, KAZTEST can be transformed into a more comprehensive tool that not only evaluates but also actively fosters the Kazakh language, supporting Kazakhstan's broader multicultural policies. Aligning the test more closely with modern educational practices and technological advancements will better position KAZTEST to serve as a foundational element of Kazakhstan's language proficiency assessment landscape.

REFERENCES

Bachman, L.F. (1990). Fundamental Considerations in Language Testing. Oxford University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Dinayeva, B.B., Sapina, S.M., Utanova, A.K., & Aitova, N.N. (2016). Application Features of Language Acquisition Assessment System in Kazakhstan: KAZTEST. International Journal of Environmental and Science Education, 11(18), 11351-11360.

Fierman, W. (2006). Language and Education in Post-Soviet Kazakhstan: Kazakh-Medium Instruction in Urban Schools. The Russian Review, 65(1), 98–116. http://www.jstor.org/stable/3664037

Kaplan, R.B., & Baldauf, R.B. Jr. (1997). Language Planning from Practice to Theory. Multilingual Matters.

Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Sage Publications.

Merriam, S. (1998). Qualitative Research and Case Study Applications in Education. Jossey-Bass.

MoSHE (Ministry of Science and Higher Education of the Republic of Kazakhstan). (2023). Koncepciya razvitiya yazykovoj politiki v Respublike Kazahstan na 2023-2029 gody [Concept for the Development of Language Policy for 2023-2029]. Retrieved from https://online.zakon.kz/Document/?doc_id=31956658&pos=5;-106#pos=5;-106

Pavlenko, A. (2008). Multilingualism in Post-Soviet Countries: Language Revival, Language Removal, and Sociolinguistic Theory. International Journal of Bilingual Education and Bilingualism, 11(3–4), 275–314. https://doi.org/10.1080/13670050802271517

Patton, M.Q. (2014). Qualitative Research & Evaluation Methods: Integrating Theory and Practice. Sage publications.

Sagindikov, I. & Abdyhalikov, A. T. (2010). KAZTEST testing system formation. Journal of IlimEducation, 3(51), 11-20.

Shohamy, E. (2007). Language tests as language policy tools. Assessment in Education: Principles, Policy & Practice, 14(1), 117-130.

Spolsky, B. (2004). Language Policy. Cambridge University Press.

THE ENERGY CRISIS OF 2021-2022 IN THE FACE OF RUSSIAN-EUROPEAN RELATIONS

Aitmurzina Daiana

Abstract: This research paper is devoted to the analysis of the energy crisis of 2021-2022 in the face of Russian-European relations using comparative analysis. The study will conduct the several scientific articles analysis in order to achieve the purpose of discovering and examining the cause-and-effect relationships of the global energy crisis. Based on statistical data, the research revealed three main factors of the energy imbalance: high costs of natural gas, the transition to renewable energy sources and a decrease in energy supplies. Thus, the relevance of the research is to consider the consequences of the crisis on the world order.

Keywords: energy crisis, economic sector, sanction, industry.

INTRODUCTION

The implementation of the European decarbonization policy has become a controversial issue at the junction of the high cost of natural gas due to the energy crisis at the end of 2021. The fundamental factor is the reduction of supplies from Russia, Norway and the United States, as well as the transition to renewable energy sources after the imposition of sanctions against the Russian Federation in connection with the invasion of Ukraine. According to the International Energy Agency, global electricity consumption increased by 6% in 2021. The information field with pronounced political instability on the territory of the EU has called into question the usual liberalist ideology in relation to environmental welfare, energy balance and international cooperation. The large-scale crisis that has affected the ranks of the countries with the largest economic power has acquired a global connotation in industry. The turbulence of the consequences covered not only the third world countries, but also numerous regions in which a shortage of energy resources and noticeable inflation broke out. Thus, the world economy demonstrates a high growth rate of high-quality electricity in a rapidly changing political arena (Lisovolik, 2022). The article examines the prerequisites of the crisis through a causal relationship, bilateral relations between Russia and Europe through the total dependence of the West on imports of energy products and the above consequences in the world order.

LITERATURE REVIEW

The first reviewed article states the impact of COVID-19 on the global electric power industry. According to the International

Energy Agency, the demand for electricity was 6-8% at the beginning of the year and up to 20% at the height of quarantine, and in 2020 investments in the energy sector decreased by 10% (Abaimov & Akulova, 2020). The key factor of the energy collapse was individual restrictive measures, which vary from country to country and from hard to soft restrictions. This article gives an idea of the pandemic as a harbinger of a more sustainable global political economy, as it introduced low trends to humanity in a particular industry.

Another study shows that the transition to renewable energy has a systematic and contradictory character. The shortage of fuel in the heat of power plants, the numerous criticism of experts towards renewable energy sources and the sharp rise in gas prices, which exceeded about $ 1,100 per cubic meter, are the result of an unsuccessful strategy of carbon-free energy. Opponents of green energy cited the following negative consequences due to the partial transition to renewable energy as a reduction in China's carbon emissions, disagreements over the construction of the Nord Stream-2 gas pipeline and a decrease in investment in traditional energy (Mammadov, 2021). Despite the social and economic imbalance, Europe is taking measures to fully switch to clean energy in order not to depend on hydrocarbon inflation.

The study by Novak found out that sanctions against the economic sector of the Russian Federation have significantly affected the geopolitical situation. The key industry was the complication of the import of energy resources and finding alternative solutions in the course of neutral cooperation. The situation has increased in scale after the announcement of volatility as a result of sanctions restrictions. According to statistics, the cost of oil exceeded $ 140 per barrel, coal per ton about $ 460 and gas per cubic meter reached $ 4,000 (Novak, 2022). In August 2022, the European Parliament included coal imports in the package of

sanctions against Russia along with the United States, which completely excluded the Russian supply of coal, oil, nuclear fuel and gas. In addition to energy resources, prices for housing and communal services, gasoline and diesel, as well as food products have increased. A striking example of saving hot water is Germany, whose heating temperature drops to + 15 °C in winter due to an increase in cost. This article confirms that the embargo has damaged supply chains.

The UN noted that countries need to either urgently adopt more ambitious plans for the period up to 2030, or further reduce emissions more actively to compensate for a slow start (Lisovolik, 2022).

Last reviewed article is telling about the bilateral relations between Russia and the EU. In the context of relations between the European Union and the Russian Federation, potential prerequisites for an energy crisis have been laid. It is characterized by ambiguity, variability and mutual dependence. It originates in the interval of 1991, when Russia took the form of an energy supplier and signed an agreement on cooperation and partnership with the EU, namely the Energy Charter. The cooperation included: improving the quality of energy supply, creating conditions for expanding trade and investment in the energy sector, the impact of the energy sector on the environment and improving the types of energy supply and consumption (Zakharov, 2020). This literature will guide this study to seek the confirmations of given statements in the provided analysis.

METHODOLOGY

The purpose of this study is to conduct a comparative analysis of the energy crisis. Namely, how Russian-European relations have affected the global energy situation; how states cope with supply chains and price increases, as well as the consequences for the international order. A qualitative research method was used

in the course of the study. Five scientific peer-reviewed articles were reviewed and analyzed, which made it possible to determine the causal relationship. In order to find out how high natural gas costs, the transition to renewable energy sources and a reduction in energy supplies affected the scale of the crisis, statistical data were used in the research.

FINDINGS

The significant impact of the post-pandemic period on the economic recovery involved a flurry of two-year restrictions and complications in the production of goods. On the one hand, the source of prerequisites is also a slowdown in industry, a decrease in demand for raw materials, a multiple price reduction and a shortage of labor. On the other hand, the era of COVID-19 lockdowns has shown the world community important gaps in the labor market due to the irrational distribution of medical equipment and loss of concentration on the affected economies of states. A striking example of the strict measures of the remote format occurred in countries such as the USA, Italy, India, China and the UK, where the energy complex was significantly affected, while soft quarantine measures were applied in Norway, Denmark and Sweden. It is worth noting that electricity consumption has decreased by 75% equivalent to the use of coal as fuel for energy generation (Abaimov & Akulova, 2020). For this reason, the trend of high demand for solar and wind power plants, namely green energy, has increased in China, the USA, India and Germany. A significant part of the unfavorable forecasts fell on the month of March, when the restrictive measures introduced to eliminate and reduce infectious diseases at the global level began to gain momentum. However, neither the elimination of the morbidity rate among the population, nor the increase in the level of energy consumption has brought proper results. It is assumed that the huge losses of the post-pandemic period cannot be compared with the negative consequences of the financial crisis of 2008. During the coronavirus, the concept of environmental friendliness has strengthened for the countries of the European Union, since the demand for coal has decreased by 20%, and green energy has spread its roots.

The green energy policy has faced a number of contradictions. A number of contradictions have fallen to the share. For example, Austria, Sweden and the United Kingdom exceed carbon emissions by using coal in the form of woody biomass. The New Green Deal considers the reduction of hydrocarbons by 55% and provides for a number of distinctive features by 2030. As Mammadov (2021) stated, "The rejection of internal combustion engines, a border carbon tax, reforestation, as well as the formation of a Climate Social Fund of 72.2 billion euros, from which citizens will be reimbursed for the costs of a new energy transition". In 2021, the price of gas has increased. As an example, consumption in the Asian sector increased by 4 times, just as Latin America raised its import prices by 56%. Due to the drought in the United States, the price decreased by 14%, as a result of which the EU and Turkey suspended gas imports.

It is worth noting that the supply of Russian gas to the countries of the European Union reaches 40%, while oil is 30%. The resolution of the Parliament asserts the security, stability and independence of the energy supply - at the moment this is not observed in the EU. This conclusion is supported by the fact that the complete replacement of Russian energy products will not be possible in the next 5-10 years. In this regard, Europe has taken into account the use of coal has increased in price, despite their declaration of decarbonization by 2050. Therefore, the EU is forced to look for alternative ways to replace energy sources, sometimes promoting the idea of traditional energy sources as the use of firewood in Germany. In Canada, the level of car use decreased by 54%. According to the Association of German trade Unions,

"The imposition of an embargo on energy supplies from Russia will cause irreparable damage to supply chains and reduce the level of employment of the population" (Novak, 2022).

In addition, the Russian Federation was a member of the G8 summit from 1997 to 2014. In the 2000s, a dialogue was established between the powers to expand the energy sector, which developed into close cooperation. The discussion platform has become a key factor for creating tangible improvements in energy resources. For example, the creation of energy cooperation between the EU and Russia in the form of a roadmap. This goal covers energy security, integrated infrastructure and an open market in the energy space, which should be achieved by 2050. This contributed to the sustainable development of the two communities as energy resources. However, after the introduction of sanctions in 2014 and subsequently at the beginning of 2022, relations between Russia and the EU took unstable, difficult and tense features. Because both the European Union and the Russian Federation are interdependent. One of the reasons for which was the polarization of interests.

DISCUSSION

Currently, a number of crisis situations related to electricity, oil and gas have arisen in the world. At the same time, there is a high probability of a shortage of kerosene, diesel fuel and gasoline in the countries of the European Union. In connection with the package of sanctions against Russia at the junction of the military invasion of Ukraine on February 24, this involved the loss of $ 22 billion for Russia and a problem with European energy. As Fatih Birol suggests, over the past 50 years, the oil crisis has been one of the biggest events for the international arena. Since the reserves of diesel fuel are at a critical level, while the price of it is only increasing. The tense point of the energy crisis worsened in the summer of 2022 and, according to analysts,

it will grow in scale by the end of this year. The rise in the price of heating, the rise in product prices and the shortage of fuel are gaining new momentum and is noticeably increasing on a global scale. For example, farmers note the growth of fertilizers, which in turn entailed a rise in the price of vegetables, fruits and grains. Moreover, metallurgy will be at a disadvantage as well as mechanical engineering and building materials. As for social factors, hunger will affect poor countries, while the problem of unemployment, food shortages and inflation will spread in developed countries. It is noted that the European Union is taking a decision to accelerate investments in the energy sector and argue that there is no involvement of Russia in the gas crisis. Thus, the European gas storage facility may lose about 800 million cubic meters per day, and its occupancy will be 5% instead of 91%. The payment of subsidies is the only neutral effect due to the energy crisis, since prices will not decrease soon, and the manufacturing sector is gradually losing reserves. The economy is gradually taking the form of stagflation.

CONCLUSION

Summing up the above, it is worth noting that the energy crisis has a twofold significance for state development in the manufacturing sector. Early assumptions about the approach of a global crisis were predicted in early 2000. As a result of external and internal changes in finding environmental approaches, two-year quarantine measures during the pandemic and authorized restrictions have brought a prominent result of the current geopolitical situation. These factors demonstrated the problem of the European economy, the disadvantages of codependency and import of resources. The crisis that began with state structures in a certain industry affected social factors. The rapid growth of shortages and gaps in logistics indicates the consequences not only of the post-pandemic period. Forecasts do not claim about the speedy restoration and order in the world community, whose

alternatives to solving the energy crisis are under development.

REFERENCES

Abaimov, V. E., & Akulova, A. S. (2020). THE IMPACT OF COVID-19 ON THE WORLD'S ELECTRIC POWER INDUSTRY. https://cyberleninka.ru/article/n/vliyanie-covid-19-na-elektroenergetiku-mira/viewer

Lisovolik, Y. (2022). Energy crisis and carbon neutrality. https://www.vedomosti.ru/opinion/articles/2022/02/20/910170-energeticheskii-krizis

Mammadov, F. (2021). Energy crisis 2021: why the world lacks energy and what does «green» energy have to do with it. https://ecosphere.press/2021/10/20/energokrizis-2021-pochemu-miru-ne-hvataet-energii-i-pri-chem-zdes-zelenaya-energetika/

Novak, A. (2022). Russian and global fuel and energy sector: challenges and prospects. https://energypolicy.ru/rossijskij-i-mirovoj-tek-vyzovy-i-perspektivy/business/2022/14/15/

Zakharov, V. G. (2020). Fundamentals of energy cooperation between Russia and the EU. https://spravochnick.ru/mezhdunarodnye_otnosheniya/osnovy_energeticheskogo_sotrudnichestva_mezhdu_rossiey_i_es/

LINGUISTIC METAPHOR AS A SOURCE OF SYNONYMY IN THE ENGLISH LANGUAGE

Zhadyra Tleugabylova

Supervisor: Anar Baizhanova

Abstract: Metaphors let us express ideas in different ways and paint vivid pictures in our minds. This paper aims to show how metaphors work as a source of the English language in two different types of text. The investigation shows how metaphors make language richer and to attract the reader's attention in literature and news spheres. Understanding how metaphors work helps us to see the hidden message from authors. In methodology part, we are going to discuss the data which was collected. For descriptive research, researcher used the corpus linguistics to analyze the language patterns and usage in a systematic way. The research examines ontological, structural, and deontic metaphors, identifying their source and target domains and their functions to convey abstract concepts through concrete imagery.

INTRODUCTION

A metaphor is a figure of speech that uses analogies to compare two things. It allows us to attractively and curiously convey information in various spheres of society. The novelty of this research is exploration of how metaphors contribute to the expansion of synonymy in the English language. While previous studies were focused on the semantic relationships between metaphors in a singular concept, this research focuses on the role of metaphors as synonymy between two concepts (news and literature). The approach offers a fresh perspective on the dynamics of language use and opens up a new view for understanding the richness and versatility of linguistic expression. By searching a variety of texts, we are going to understand the function of metaphors in the English language. In the course of our inquiry, we have analyzed approximately 100 units. The problem of the research was the fact that different people interpret metaphors in different ways, which can make their interpretation difficult. Nevertheless, we tried to answer the question: «How do metaphors appear as synonymous words in stories and news?». The relevance of our work is that rather than other investigations, we are going to show metaphors as a source of synonymy in different types of text such as literary and journalism texts. In the literature review part, we are going to discuss the definition of metaphors and synonyms and their types and functions in the English language.

LITERATURE REVIEW

This paper is descriptive research. The purpose of this research is to investigate and understand the role of linguistic metaphor in synonymy of the English language, through

analyzing texts in different style. Firstly, we are going to identify the definition of synonyms. Synonyms are words with very similar meanings. G. Yule (2010) explained that they can often be used interchangeably in sentences. It's important to note that synonyms don't always have total sameness in meaning. There are instances where one-word fits better in a sentence than its synonym. Additionally, synonymous forms may vary in formality. V. Vinogradov (1940) categorized synonyms into three types: ideographic (refers to words conveying the same concept but with slight differences in meaning), stylistic (differs in stylistic characteristics) and absolute (completely coincide in both meaning and stylistic features).

Secondly, we are going to identify metaphors in the English language. The word «metaphor» comes from the Greek language and means «a transfer.» As defined by Merriam-Webster (2014), a metaphor is a way of describing a particular thing through contrasting it to another word without saying the terms «as» or «like». Unlike similes that use «as» or «like,» metaphors directly say one thing is another (Burkholder & Henry, 2009). In a metaphor, there are two important parts: the focus and the frame. The focus is the main thing you're talking about, and the frame is the other thing that helps describe it. By connecting the focus and frame, a metaphor encourages the listener or reader to think about one idea «in terms of» the other idea. According to Lakoff and Johnson (1980), the word "metaphor" was defined as a poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a similar concept. In other words, the general theory of metaphor is the expression of abstract concepts (time, states, changes, causality) that are compared with more specific objects. This means that metaphors play a vital role in everyday language. Lakoff (1992) emphasized that everyday language includes an extensive system of thousands of inter-domain mappings, and this system is creatively used in new metaphors. Lakoff and Johnson (2013) proposed three broad groups of metaphors: ontological (helps us to understand abstract things by comparing them to concrete, real experiences); structural (shows relationships and patterns by using one area of life to understand another); deontic (involve ideas of obligation, permission and rules; they express moral or social norms).

In journalism, metaphors play a role in enhancing the information presented to readers. C. Furniss (1996) stated "metaphors are like decorations or special ingredients in the news. Journalists choose metaphors for specific purposes to make readers think in a certain way or understand certain ideas". During the investigation we have found that while many studies have analyzed metaphors in various contexts, only a few of them were focused on metaphors in news. Journalists also carefully select their words and writing style to make sure readers get the message they intended. Taylor (1981) classified them into two types of writing styles rhetorical (using specific expressions for effect) and figurative (using expressions that go beyond their usual meaning).

Finally, we found that metaphors help express ideas in creative ways, showing different sides of a concept. They compare unrelated things to give richer meanings. Not all synonyms have the exact same meaning. In synonymy, metaphors offer diverse expressions for the same idea. Metaphorical language is creative and goes beyond simple descriptions. In the methodology part, we are showing how the data will be collected and analyzed.

METHODOLOGY

In the beginning of our observation, we had discussed the meaning of metaphors and synonyms, their functions and variations in English language. We tried to understand metaphors as a source of synonymy in literature and journalistic texts. In order to

achieve the goal of this research, we have to briefly remember functions and types of metaphor and synonyms in English literature. Initially, in the practical part of our study, we are going to analyze the literature "The Hunger Games: The Ballad of Songbirds and Snakes" Suzanne Collins (2020). There are 50 units taken from this work, to make a detailed data. The data is going to be analyzed by finding their metaphorical model and to classify them into Lakoff and Jonson's (2013) Classification of Metaphors. Although there is a complicated part of this investigation as everyone's understanding of metaphors and synonyms is different, we will try to analyze these units correctly.

In the second part, we try to demonstrate the function and role of metaphors and synonyms in English newspapers. This descriptive study used the corpus linguistics. For this analyze we had chosen three news such as "Student finds 'biggest ever' Crunchy Nut Cornflake in his cereal box - it's a monster" BBC, "London violent crime 'a public health issue'" BBC, "Violence to be treated as a disease in London, mayor announce" The Telegraph and "Seven Habits for a Happy Retirement" Kiplinger. There also will be 50 units from these works. The analysis of these units will be the same as literature's metaphors.

Finally, we can demonstrate the features of metaphor in different styles and its role as a source of synonymy in the English language. The next section of the article demonstrates the results of the data collection that we have analyzed.

FINDINGS

METAPHORS IN LITERATURE.

When analyzing of the metaphors in literary and news, we noticed some differences in the source and target domain in both types of text. We have selected the data into ontological, structural and deontic types of metaphors. Metaphors provide a means of expressing ideas or conveying meanings in a way that goes beyond literal language. In literature work "The Hunger Games: The Ballad of Songbirds and Snakes" Chapter 1-2, we have found that 23 metaphors in literature were structural and 16 were ontological, 11 were deontic. Below we want to show two examples from each type of metaphor. In table A, we also provide more examples of metaphors from literary work.

The first example of ontological metaphor:

«The Snows have deep closets", the source is describing as «deep» metaphorically implies a rich abundance or extensive collection of possessions. The target domain is abstract concept of "wealth" or "possessives". Rather using adjectives "wealthy" or "rich", author decided to use a metaphor "deep closet" as a synonym to them. This metaphor is perfect choice for describing the financial situation of Snow's family.

The second example of ontological metaphor:

"The daily recital hadn't begun until that black day when the district rebels had surrounded the Capitol…", the source is «black» which metaphorically implies the target domain a day of tragedy or calamity", emphasizing the impact of the district rebels' actions. The function of this metaphor is to show that there was a terrible event which had influence in nowadays people' life. Using "colors" in metaphors is not abnormal, the author decided to use it rather than using "a tragic day".

The first example is structural metaphor:

"Professor Sickle thinks of everything. She doesn't hesitate to call me, day or night". The source of metaphor is "doesn't hesitate to call…" which describes the target domain "thinks of everything". This metaphor shows Professor Sickle's preparedness and dedication to her responsibilities, her addiction to control everything. The function of this metaphor is to show the characteristic of character.

The second of structural metaphor:

"At present, their penthouse apartment was a microcosm of the Capitol itself, bearing the scars of the relentless rebel attacks". The source domain of this metaphors is «microcosm of the Capitol itself» which helps convey the abstract concept of a small representation of the Capitol. The target domain is "representation" of Snow's house. It shows a relationship between the apartment and the broader Capitol, emphasizing the impact of rebel attacks. The Snow's home is as broken and depressed as the Capitol itself, but Snow wants to seem successful as his family used to be.

The first example is deontic metaphor:

«Only his cousin's cleverness with a needle had saved him so far". The source domain of this metaphor is "cleverness with a needle" and the target domain is "his cousin's cleverness with a needle had saved him so far" and the target domain is "rescue or help". It demonstrates the cousin's creativity in trying to solve his problems.

The second example of deontic metaphor:

"…using her muscular shoulders to maneuver her way through the crowd". The source of this metaphor can be «muscular» which metaphorically emphasizes the target domain "strength or power" associated with Professor Agrippina Sickle. This example is tricky because it can be an exact description of person's body or metaphor that person by "her power" (perfect family description, richness and etc.) goes to authority.

METAPHORS IN NEWS.

In the analysis of news, we can highlight the following dimensions such as emotional aspects with some visuals, impactful headlines and leads, and memorability. In journalism, we noticed that 9 metaphors were deontic, 24 were structural and the last 17 were ontological. The first work which we had chosen was "Student finds 'biggest ever' Crunchy Nut Cornflake in his cereal box - it's a monster" BBC. Below we want to show two examples from each type of

metaphor. In table B, we also provide more examples of metaphors.The first example of ontological metaphors:

«Hinay Lad thought a piece of his ceiling had fallen into his breakfast but soon realized he had actually discovered an incredibly creepy Frankenflake» this metaphor adds a vivid and imaginative layer to the description. The source of this metaphor is "piece of his seiling" and the target domain is "incredibly creepy Frankenflake". The use of the term «incredibly creepy Frankenflake» is a figurative metaphor. It employs the concept of a «Frankenflake» to metaphorically describe something unusual, possibly monstrous or unsettling, about the discovered object in the breakfast. In newspapers also popular using" word games" with metaphors, such as a word combination between "Frankenstein" and "flake".

The second example of ontological metaphor:

«The creepy brown lump was not exactly an appetizing addition to Lad's morning» the use of the term «creepy brown lump» is a figurative metaphor. The target domain is "an appetizing to Lad's morning" and the source is "creepy brown lump". This description draws reader's attention to the fact that the brown lump has properties such as eeriness, creating imaginative perception.

The first example structural metaphors:

It can demonstrate the impactful headlines and leads "Violence to be treated as a disease in London, mayor announces." In this structural metaphor, the source is "violence" and the target domain "disease" It frames violence as a disease, emphasizing a specific perspective or approach to addressing the issue. The second article is London violent crime 'a public health issue' BBC.

The second example of structural metaphors:

«The causes of violent crime are many years in the making and the solutions will take time". In this example the source is "the cause of crime" and the target domain is "are many years in making". The source of this metaphor is "many years in the making" and the target domain is "the causes of violent crime". It implies that the factors that lead to violent crime have evolved over time to emphases the "depth and complexity" of this problem.

The first example of deontic metaphor:

"Seven habits for a happy retirement" is "It's never too late to get moving and eat right". The target domain is "get moving and eat right" and the source is "it's never too late". The function of this metaphor is emphasizing the notion of opportunity and choice «never too late», the metaphor encourages individuals to take action and prioritize their health regardless of their current situation.

The second example of deontic metaphor:

"One place retiree finds a sense of purpose". The source domain is "one place retiree", the target domain is "special". This metaphor tries to show that exactly this organization can help for retiree to fell pleasure and satisfaction. The function is to show for the readers

In total, we have analyzed 100 units in the field of news and literature. Of these, 47 units are structural metaphors, and 33 units are ontological metaphors and the least 20 units are deontic metaphors. In table C we provide more examples of metaphors from both types of texts. Metaphors as a source of synonymy in the English language are shown in such aspects as expressive variation, symbolism and imagery, contextual flexibility and enhancing communication. Some types of metaphors are more, some less, and in the next part of this study we will try to understand why there are some differences in the quantity of metaphors. In addition to the difference in the number of types of metaphors, there

was also a difference in source and target domain.

DISCUSSION

According to our findings, we can say that structural metaphors are often quite prevalent in literature and news. As defined by Merriam-Webster (2014), a metaphor is a way of describing a particular thing through contrasting it to another word without saying the terms «as» or «like». Even though these metaphors all have the same primary objective, not all of them are equally popular as others. The possible reason is that structural metaphors make the story more interesting and pleasing by showing relationships and patterns by using one area of life to understand another. The ontological metaphors are common, authors use them to help readers understand ideas by comparing metaphors to things we can see and touch. Although deontic metaphors, which talk about rules and duties, might not show up as much, they still matter, especially in stories about right and wrong and it is the reason for their less popularity. The difference in sources and topics of literature and news reflects differences in the goals, styles and expectations of the audience. This means that the purpose of metaphors in literary works is reflections or deeper messages, while news aim is to inform the public about current events. Moreover, in literary works, the theme often explores complex human perceptions or emotions. In contrast, in the news, the topic is simple, they are more closely related to a specific topic. The difficulty lies only in the perception (understanding) of what the message from the author was. In some cases, it would be better for authors to use metaphors to describe an object rather than using direct words (synonyms). In addition, metaphors focus on providing alternate ways of expressing ideas or concepts, which makes them a source of synonymy. Writers can express the same idea more imaginatively and creatively by using metaphors instead of direct language.

CONCLUSION

Our study aimed to investigate and understand the role of linguistic metaphor in synonymy of English language. According to Lakoff and Johnson (1980), the word "metaphor" was defined as a poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a similar concept. In literary texts, the goal of metaphors is to add semantic layers and emotions, trying to get the aesthetic qualities of writing. On the other hand, in journalistic contexts, metaphors turn out to be necessary to attract attention and provide clarity. In the field of news, authors try to attract the attention of readers.

In the practical part, we categorized metaphors into ontological, structural, and deontic groups. This categorization served as powerful tools for understanding abstract concepts, moral or social messages which were hidden by authors. We have analyzed and discussed 100 units from different works, to show more correct results. In each type of text metaphors enhance communication and captivate readers by infusing creativity into factual information. The analysis of literature text was quite difficult, because of the possibility in the variety of meaning in each word which the author chose. Some of the types of metaphors were more popular than others, which was quite interesting. Metaphors help English authors explain complex ideas, make mental images more vivid, and find new words with similar meanings rather than using synonyms.

REFERENCES

Antrushina, G., Afanasiev, O. B., Morozova, N. N. (1999). English lexicology (3th ed.), 184-200. Dropha.

BBC. (2018, September 19). London violent crime 'a public health issue'. https://www.bbc.com/news/uk-england-london-45570905

Burkholder, T. R., & Henry, D. (2009). Criticism of metaphor. In Kuypers J.Y. (ed.): Rhetorical criticism: Perspectives in action. Lanham: Lexington Books, pp. 124-127.

Tursunova, D. (2021). General characteristics of synonyms and analyze their meaning.

Collins, S. (2020). The Hunger Games: The Ballad of Songbirds and Snakes.

Hall, E. (May 30, 2018). Student finds 'biggest ever' crunchy nut cornflake in his cereal box - it's a monster. BBC.

Lakoff, G. (1992). The contemporary theory of metaphor. Metaphor and thought (2th ed.). Cambridge University Press.

Yule, G. (2010). The study of language, (4th ed.),137. Cambridge University Press.

The Telegraph. (September 17, 2014). Violence to be treated as a disease in London, mayor announce.

Schroeder, J. (2020). Seven habits for a happy retirement. Kiplinger.

Kiseleva, S., & Trofimova, N. A. (2017). Metaphor as a device for understanding cognitive concepts. Revista de Lenguas para Fines Específicos 23 (2), pp. 226-246.

Nacey, S. (2010). Comparing linguistic metaphors. Comparing linguistic metaphors in L1 and L2 English. http://dx.doi.org/10.13140/RG.2.1.4593.1609

Krennmayr, T. (2011). Metaphors in newspapers. LOT.

Merriam-Webster (2014b). Metaphor. Retrieved January 10, 2014, from http://www.merriamwebster.com/dictionary/metaphor;

Appendix A

Metaphors in literature.

Collected Data			
Literature	Lakoff and Jonson's (2013) Classification of Metaphors		
"The Hunger Games: The Ballad of Songbirds and Snakes" Suzanne Collins (2020) Chapter 1-2, 7-13	Ontological	Structural	Deontic
Example	«The daily recital hadn't begun until that black day when the district rebels had surrounded the Capitol, cutting it off from supplies for the remaining two years of the war.»	At present, their penthouse apartment was a microcosm of the Capitol itself, bearing the scars of the relentless rebel attacks.»	«His pleasure drained as he spotted the gymnasium mistress, Professor Agrippina Sickle, using her muscular shoulders to maneuver her way through the crowd.»
Example	«The Snows have deep closets.»	«Professor Sickle thinks of everything. She doesn't hesitate to call me, day or night.»	«The disgrace would kill his grandmother. It would be kinder to toss her out the window of the penthouse.»
Example	«Watching the bright pages of his picture books... reduced to ashes.»	«Faces lit up as he gave friendly hellos to students and teachers alike, asking about family members, dropping compliments here and there.»	«Only his cousin's cleverness with a needle had saved him so far. Still, he couldn't expect miracles.»
Example	«The ensemble was stylish, brand-new, and smelling of money. War profiteering, to be exact.»	«The cabbage began to boil, filling the kitchen with the smell of poverty.» Metaphor: Associating the smell of boiling cabbage with «poverty» m e t a p h o r i c a l l y conveys a sense of simplicity and lack.	"Selling the place would be of no help; he knew his grandmother had borrowed every cent on it she could.»

Appendix B

Metaphors in news.

| Collected Data			
Lakoff and Jonson's (2013) Classification of Metaphors			
News	Ontological	Structural	Deontic
"Student finds 'biggest ever' Crunchy Nut Cornflake in his cereal box - it's a monster" BBC	«Hinay Lad thought a piece of his ceiling had fallen into his breakfast but soon realized he had actually discovered an incredibly creepy Frankenflake»	"London violent crime 'a public health issue"	«It's never too late to get moving and eat right.»
	"Happy retirees find a clear sense of purpose"	Violence to be treated as a disease in London, mayor announces.	"One place retiree finds a sense of purpose"
"London violent crime 'a public health issue'" BBC	"Foster strong social connections"	«The creepy brown lump was not exactly an appetizing addition to Lad's morning»	«a low level of social interaction is just as unhealthy as smoking, obesity, alcohol abuse or physical inactivity»

Appendix C

Metaphors in literature and news.

Metaphors		
Ontological	Structural	Deontic
The daily recital hadn't begun until that black day when the district rebels had surrounded the Capitol, cutting it off from supplies for the remaining two years of the war.	"Dean Highbottom mumble, 'And last but least, District Twelve girl… she belongs to Coriolanus Snow.'" Metaphor:	This morning he had gone to her room at daybreak, only to find both his cousin and the shirt missing. Not a good sign.
«When Coriolanus is president...» she often began. «When Coriolanus is president...» everything from the rickety Capitol air force to the exorbitant price of pork chops would be magically corrected.	The shirt they'd dug from the back of the wardrobe — his father's, from better days — was stained and yellowed with age, half the buttons missing, a cigarette burn on one cuff. Too damaged to sell in even the worst of times, and this was to be his reaping shirt?	«There would be twenty-four tributes, one boy and one girl from each of the twelve defeated districts, drawn by lottery to be thrown into an arena to fight to the death in The Hunger Games.»
Thank goodness the broken elevator and her arthritic knees prevented her from going out much, and her infrequent visitors were as fossilized as she.	Coriolanus opened the refrigerator, hoping for something to liven up the cabbage soup.	«Forgetting could lead to complacency, and then they'd all be back at square one.»
This was the impression he fought to sustain. A reminder that he was the rare person who had a maid's bathroom - let alone one tiled with tesserae - tempered with a self-deprecating joke about his shirt.»	As if controlling one element of his world would keep him from ruin. It was a bad habit that blinded him to other things that could harm him.	"One of the most fulfilling retirement activities"
«And so it is. What are these cunning buttons?» Satria asked, fingering one of the cubes on his cuff.	«The front door, warped and complaining, scraped open."	

|		
"Tesserae? Are they? Well, that explains why they remind me of the maid's bathroom," Coriolanus responded, drawing a chuckle from her friends.	«Sometimes Coriolanus wondered if the debris had been left there to remind the citizens of what they had endured.»	
He looked at the shirt as if surprised by its existence and gave the shrug of a young man of limitless options.»	«People had short memories. They needed to navigate the rubble, peel off the grubby ration coupons, and witness the Hunger Games to keep the war fresh in their minds.»	
Niven Rennie, director of the SVRU, said staff were «happy to support London in the development» of its own unit.	"It felt like a rock, if you tried bending it it wouldn't break.	
"What good is money if you cannot enjoy it?"	Ads for the cereal include the slogan: "The trouble is they taste too good."	
«Happier retirees were found to be those with more social interactions»	"You could have chipped your teeth on it" «The causes of violent crime are many years in the making and the solutions will take time."	
	The mayor's office said it would be working on the exact details of its violence reduction unit over the «coming months»	
	Retirement planning is all about numbers.	

Appendix D

Statistics of metaphors in literature work.
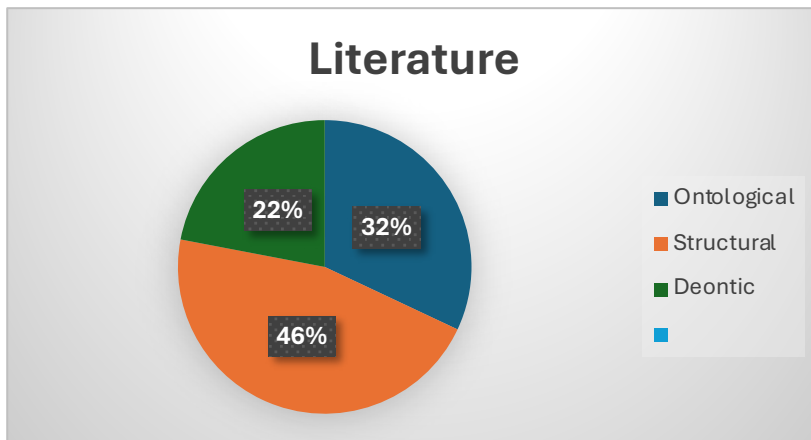
Appendix E

Statistics of metaphors in news.
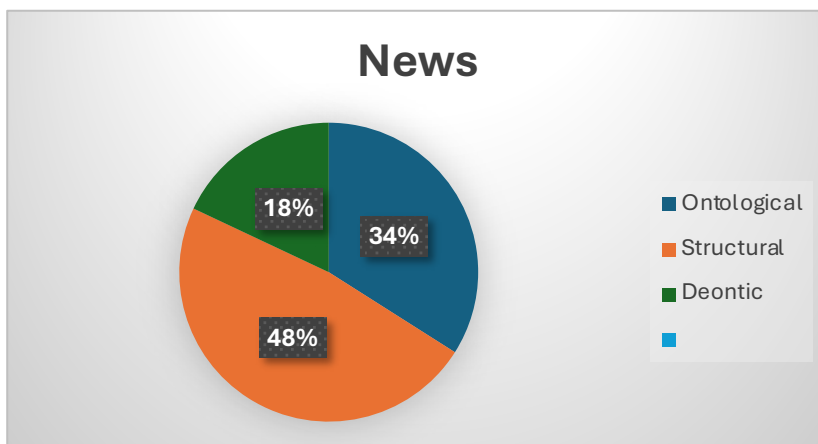
ACHIEVING EQUIVALENCE IN TRANSLATING POETRY (BASED ON RALPH WALDO EMERSON'S "THE POET")

Saida Seilkhanova

Supervisor: Yevgeniy Y. Puzikov

INTRODUCTION

Poetry translation is a challenging task that requires negotiating composite relationships between the language, the culture, and the creative expression. Achieving equivalency in poetic translation becomes a complex task that calls for a sophisticated grasp of linguistic intricacies, cultural quirks, and the fundamentals of poetic beauty. The goal of this article is to explore the difficulties involved in translating poetic works so that equivalency may be achieved. The approaches translators use to try and capture the poetry spirit across languages through an examination of theoretical frameworks, linguistic techniques, and cultural factors are discussed in the given article.

TRANSLATION AS A BRIDGING PROCESS

The process of translating entails many linguistic and cultural domains working together to create the target text. Khalida H. Tisgam (2014) in her work Translating Poetry: Possibility or Impossibility? compares translation with a bridge that connects people from cultures. According to her, a book that is translated into another language makes it actually exist for a reader who is not familiar with the original language (Murena, 1973). Poetry, which originates from the Greek word «poieo,» meaning «to make or create,» thus takes on the form of a creative reality that presents novel emotions and ideas.

CHALLENGES IN TRANSLATING POETIC ASPECTS
PHONOLOGICAL ASPECT

Poetry's phonological component is especially difficult because different languages' sound patterns do not coincide. Rhyme is a poetic method that gives a composition rhythm, musicality, and coherence by using similar sounds at the end of words (Holmes, 1988). It is frequently difficult for translators to retain the meaning of the poem while retaining these audio effects.

Lexical Aspect

Mallarmé, as cited by Burnshaw (1995), contends that «poetry is made with words,» highlighting the challenge of translating the meaning of words between languages. According to Blanchot, who was cited by Gelpi (1990), words are «monsters with two faces» since they can reflect both meaning and reality. Emily Dickinson emphasizes the significance of attentively examining words to determine their meanings, both denotative and connotative (cit. in Charters, 1987). A major issue for translators is this dynamic interplay of words and meanings, which frequently results in reconfiguration within the poetic line.

CULTURAL ASPECT

The quest for equivalence in translating poetic texts is intricately linked to the cultural dimension inherent in both source and target languages. Cultural elements shape the meaning and emotional impact of poetry, necessitating translators to act as cultural mediators (Lefevere, 1992). Larson (1984) asserts that any form of translation involves at least two cultures, offering insights into different ways of life. Sapir (2000) argues that no two languages represent the same

social reality, emphasizing the distinct worlds each language encapsulates.

METHODOLOGIES

Different theoretical frameworks and methodologies guide translators in their efforts to achieve equivalence. Nida's (1964) theory of dynamic equivalence emphasizes the importance of producing the same effect on the target audience as the original text. Venuti (1995) advocates for a «foreignizing» approach that retains the foreignness of the source text to enhance the reader's cultural awareness.

FINDINGS AND DISCUSSION

A poem by Ralph Waldo Emerson «The Poet» is discussed in the given article with its translation by Dmitry Venevitinov:

«The Poet» by Ralph Waldo Emerson:	«Поэт» translated by Dmitry Venevitinov
Thou poet!	Поэт, ты покойся,
Be still,	Ты покойся от похвал,
Be still with thy praises,	Похвала тебя не восхваляет,
Praise cannot praise thee,	И молитва тебе не поможет.
Nor prayer avail thee.	Ты покойся от похвал,
Be still with thy praises,	Похвала тебя не восхваляет,
Praise cannot praise thee,	Ты покойся от похвал,
Be still with thy praises,	И оставь восторги твои
And keep thy raptures	Для этой мостовой,
For yonder causeway,	По которой проходят все одаренные,
Which all that are gifted	В отсутствии радости,
Will journey across	Гордости и хвастовства.
In the absence of gaiety,	
Of pride and of boast.	

In Dmitry Venevitinov's translation, the essence of Ralph Emerson's poem is retained, with the themes of humility and the ineffable nature of poetry effectively conveyed. The translator maintains the rhythm and structure of the original, allowing the Russian version to resonate with the same philosophical depth.

LEXICAL ANALYSIS

Literal Translation: Venevitinov maintains the literal meaning of the original text, ensuring the core message is preserved. For instance, «Praise cannot praise thee» is directly translated to «Похвала тебя не восхваляет».

Structural Paraphrasing: In some instances, the translator paraphrases to better fit the syntactical structure of the Russian language, making the text more fluent and comprehensible for Russian readers. For instance, "Which all that are gifted / Will journey across" became "По которой проходят все одаренные":

the verb comes before the subject and the sentence itself is monopredicative.

Equivalent Expressions: Certain English phrases do not have direct equivalents in Russian, so Venevitinov uses phrases that convey the same meaning. For example, «Be still with thy praises» is translated as «Ты покойся от похвал,» where «покойся» (rest) fits better in the context of Russian poetic expression. In "Keep thy raptures / For yonder causeway," – «И оставь восторги твои / Для этой мостовой,» the semantic fidelity with pragmatic adaptation can be observed, where «raptures» and «causeway» are semantically translated to «восторги» and «мостовая,» the pragmatic adaptation ensures that these terms fit naturally within the cultural and linguistic context of the target audience.

PHONOLOGICAL ANALYSIS

Maintaining Rhythm: The translation attempts to maintain the rhythmic quality of the original poem. While the exact meter may not be preserved, the flow of the poem remains consistent. The translator preserves the rhyme scheme to some extent, ensuring that the Russian version is perceived like a poem. For example, «восхваляет» and «поможет» create a rhyme in the middle lines.

Alliteration and Assonance are challenging to preserve in translation due to different sounds in the two languages. Venevitinov focuses on maintaining a similar auditory experience rather than exact replication.

CULTURAL ASPECTS

Cultural References: Emerson's references to praise, prayer, and journey are adapted to fit Russian cultural sensibilities. The translation respects the original's philosophical depth while making it accessible to Russian readers.

Emotional Tone: The emotional tone of the original poem, which is contemplative and introspective, is maintained in the translation. The translator ensures that the Russian version evokes similar feelings of humility and reflection.

1. «Be still with thy praises»: translated as «Ты покойся от похвал,» Venevitinov uses «покойся» to convey the notion of rest or stillness, which fits the contemplative tone of the original.

2. «Nor prayer avail thee»: translated as «И молитва тебе не поможет,» where «поможет» (help) aligns with the Russian understanding of the efficacy of prayer, maintaining the original's skepticism about external validation.

3. «For yonder causeway»: translated as «Для этой мостовой,» with «мостовой» (causeway) retaining the sense of a journey or path that must be traveled, a metaphor easily understood in both cultures.

Dmitry Venevitinov skillfully balances the literal interpretation of Ralph Waldo Emerson's «The Poet» with the linguistic and cultural adaptation, preserving the poem's basic essence and solemn tone. The translation is understandable to Russian readers by carefully selecting comparable terms and paraphrasing sentences in an organized manner. Venevitinov's trying to keep the rhythm, the alliteration, and the assonance, but he's making sure that the sound experience and the emotional impact are the same. All in all, the translation did a fine job of preserving Emerson's classic poem's subtle musical and poetic character while at the same time reflecting its cerebral profundity well.

CONCLUSION

Translation of poetic texts for the purpose of achieving equivalence is a complicated and demanding task, but it must be done with care in terms of language accuracy as well as interpretation by artists. The challenges of translators have been examined in this research, which has explored theoretical frameworks, linguistic strategies and cultural aspects. The complicated dance between source and target languages, together with the magic nature of poetry expression, illustrates the complexity of this challenge.

The findings underline the importance of

a thoughtful and fluid approach to poetry translation, even if ideal equivalence cannot be achieved. Translators, like cultural mediators, play an essential role in the transmission of the emotional depth and aesthetic complexity of poetry across linguistic and cultural borders. A deep understanding of the poet's intentions and a creative engagement with the complexities of the two languages in question are required for the subtle interplay between fidelity to the original and adaptation to the target language. As we travel through this terrain, it becomes apparent that poetic translation is a form of art in its own right and each interpretation represents an entirely different interpretation of the original text. External challenges do not diminish the value of these translations; they actually contribute to a vast tapestry of literary exchange between cultures. Translators are guardians of poetry's beauty and they encourage greater appreciation of the universality of human expression and the lasting power of poetry in languages that vary widely.

REFERENCES

Blanchot, M. (1990). The Space of Literature. University of Nebraska Press.

Burnshaw, S. (1995). The Poem Itself. Penguin Books.

Charters, A. (1987). The Portable Sixties Reader. Penguin Classics.

Dickinson, E. (1987). The Collected Poems of Emily Dickinson (R. W. Franklin, Ed.). Harvard University Press.

Gelpi, A. (1990). The Tenth Muse: The Psyche of the American Poet. Harvard University Press.

Holmes, J. S. (1988). Translated! Papers on Literary Translation and Translation Studies. Rodopi.

Larson, M. L. (1984). Meaning-Based Translation: A Guide to Cross-Language Equivalence. University Press of America.

Lefevere, A. (1992). Translation, Rewriting, and the Manipulation of Literary Fame. Routledge.

Mallarmé, S. (1995). Selected Poems. New Directions.

Murena, H. (1973). The Loss and Recovery of Truth. Pantheon Books.

Nida, E. A. (1964). Toward a Science of Translating. E. J. Brill.

Sapir, E. (2000). Language: An Introduction to the Study of Speech. Harcourt, Brace and Company.

Tisgam, K. H. (2014). Translating Poetry: Possibility or Impossibility? Journal of Literature and Art Studies, 4(8), 730-740.

Venuti, L. (1995). The Translator's Invisibility: A History of Translation. Routledge.

BORROWING AS A MEANS OF ENRICHING THE ENGLISH VOCABULARY SYSTEM

Aksenova Polina

Supervisor: Baizhanova Anar

Abstract: This research examined borrowings and their role in the English language in terms of the enriching of the vocabulary system. The study was focused on the types and subtypes of borrowed words. Moreover, the study considered such types as morphological, phonological and semantic borrowings, and their subtypes such as affixial borrowings, assimilations and loan translations. The analysis was based on two books of different genres of the modern period. By the end of the inquiry, the findings were presented and analyzed. The findings indicated that despite the difference in the genres of resources, borrowings were found in both cases. Moreover, it was found that Latin borrowings were common for scientific works. The results led to the conclusion that borrowings are actively used in English in different language styles and indeed enrich the English language vocabulary.

INTRODUCTION

Borrowing of various linguistic elements is an inescapable phenomenon. Communication between nations occurs frequently and this leads to the appearance of borrowed elements in the language. The English language has experienced diverse cultural contacts throughout the history, which has induced the appearance of a large number of borrowings that enrich the vocabulary of the language. Thus, the focus of this research was to examine loan words in the English language.

The purpose of the research is to examine how borrowings affect the vocabulary of the English language. The main question of the study is "To what extent does borrowing enrich the vocabulary of the English language?" In my study, I examined borrowed words in the English language, as well as their different types and subtypes; to determine how loan words affected the English language, and which types of borrowed words are used most often. To conduct this analysis, I examined works of modern authors of different genres.

The study is relevant as it can provide further information and data that will be able to deepen understanding of this subject matter and add some further information about the development of the English language through different cultural exchanges. In addition, it should be noted that not enough research has been conducted in this area that uses the methodology presented in this study. This study also includes a literature review, methodology, findings, and a discussion section.

LITERATURE REVIEW

Since the key purpose of the research is to investigate how the loan word affects the vocabulary of the English language, it is necessary to examine the theoretical aspects of language borrowing. In every language, borrowings are common sources of new words (Yule, 2010). According to the Grant (2019), borrowings occur

due to communication between people speaking different languages, in his work such a phenomenon is called a «language contact». In addition to this, Matras (2020) also attributes the appearance of loanwords as a result of language contact. Besides, Durkin (2014) suggested that loanwords constitute a significant portion of English dictionaries and are commonly used in everyday communication, including basic vocabulary.

The process of the appearance of loan words from other languages includes several types of borrowings. As an illustration, Durkin (2014) described the term «lexical borrowing», that it is used for directly borrowing the meaning of a word or phrase, rather than the direct word form; such borrowing is most commonly known as «semantic borrowing». In most cases, such loanwords are adapted to the loanword language in terms of pronunciation and spelling. The spelling of a borrowed word can be changed to make it more natural for the borrowing language. Additionally, according to Grant (2019) loan translation or also knows as calques refers to semantic borrowings. It is worth noting that, Durkin (2014) classified code-switching as a type of lexical borrowing, but this type is more related to bilinguals when a speaker uses more than one language in their speech and take words from other language during communication.

In turn, Matras (2020) noted such borrowings as grammatical borrowings, phonological borrowing, and morphological borrowing; he divided some of the listed types into subtypes. According to, Matras (2020) grammatical borrowings include categories such as discursive markers and connectors, phrasal verbs, palatial deixis, demonstrative and personal pronouns, and focal particles, indefinite and interrogative and numerals. In addition, morphological borrowings classified as derivational and inflectional morphological borrowings, and articles classifiers. Likewise, Matras (2020) attributed the phonological integration of

word-forms to phonological borrowings. However, Grant (2019) suggested that such a process is called assimilation. Kuvshynova and Vozniuk (2021) also tend to call such a process assimilation; however, they not only refer to it as phonological borrowings, but also with morphological. Moreover, according to their study, there are various types of assimilation such as full and partial assimilations and unassimilated words.

In addition to the previous references to the species, Seifert (2015) separately highlighted direct and indirect affixal borrowing. The difference between direct borrowing and indirect affixal borrowing lies in the source of the recognition of the affix before its inclusion in the recipient language. In the situation with indirect borrowing, native speakers recognize and use the affix directly based on their knowledge of the donor language. However, in indirect borrowing, native speakers first encounter this affix in the loanwords of their language before incorporating it into their native base. Additionally, it was noted that indirect borrowings of affixes are most common in English language (Seifert, 2015).

In conclusion, the majority of the English language is made up of loanwords, which can be classified into different types. Understanding these types can aid in determining the meaning and place of borrowings in English language vocabulary.

METHODOLOGY

In order to better analyse the impact of borrowings in the English language, I decided to use two books in a modern format that differ in genres such as fantasy and science. This approach helped to demonstrating how borrowings contributed greatly to the enrichment of English vocabulary.

As a resource for collecting the data, sources were picked in accordance with the genre and style of the language. Also, the books were selected according to the

popularity of the authors and their works. As a scientific book, I chose a work by Stephen Hawking «A Brief History of Time». In turn, as a fantasy I chose the novel by British author J. K. Rowling «Harry Potter and the Deathly Hallows». The collected data was placed by donor language as well as by types of borrowings such as semantics borrowings, morphological and phonological borrowings, and their subtypes.

The first step was to analyse the book by Stephen Hawking called « A Brief History of Time «. At first, the words were distributed by languages in a table; I randomly selected 100 words. Then the same words were allotted in the second table where they were divided by types and subtypes of borrowings. According to the classification that I used, semantic borrowings were divided into loan translation (calques), morphological borrowings included affixal borrowings, and phonological borrowings contained full and partial assimilations and unassimilated words.

The next stage of my comparative analysis was to examine the Modern Period of the English language. As a tool for collecting data, I used the famous fantasy novel by British author J. K. Rowling called «Harry Potter and the Deathly Hallows». My first step was also to select and distribute the words according to the donor languages in the table. I randomly selected 100 words. After that, I allocated the same words in the table where they were already divided by types and subtypes of borrowing such as semantics borrowings, morphological and phonological borrowings, as well as their subtypes that I mentioned earlier.

After thoroughly examining each record separately , I conducted an analysis of the number of categories that were identified. The total number of analysed words was 200. As a result of my analysis, I provided a clear conclusion that summarized my findings. This analysis determined the extent to which borrowings have enriched the vocabulary of the English language as it has evolved and emphasized that this is the main source of new words in the language.

FINDINGS

J. K. ROWLING "HARRY POTTER AND THE DEATHLY HALLOWS."

As part of my research, I analysed borrowings in English. I divided the analysis into two parts. The first part examined borrowings from the novel by British author J. K. Rowling «Harry Potter and the Deathly Hallows». The borrowings I analysed were classified into different types, such as semantics borrowings, morphological borrowing, and assimilation. The analyses were conducted on the text «Harry Potter and the Deathly Hallows» have led to the conclusion that French and Latin are the main sources of borrowings. Further, I found that phonological borrowings are the most typical subtype of borrowings that I faced during my analysis.

As a result of the analysis of the text, I identified 100 borrowed words and categorised them according to their types. Additionally, I divided types of borrowing into subtypes. In the analysis of borrowings, I identified three types: semantic, morphological, and phonological. Semantic borrowings were divided into loan translation (calques), morphological borrowings were further divided into affixal borrowings, and phonological borrowings were classified as assimilation which can be full, partial, and unassimilated.

After analysing the data, I found that out of 100 loanwords, 47 from French origin, 40 from Latin, 6 from German, 2 from Spanish, 2 from Dutch, 1 from Persian, 1 from Italian, 1 from Arabic and 1 from Scottish. Moreover, out of 100 borrowings, 11 related to semantic borrowings, to the subtype of loan translation (calques), 35 morphological borrowings, to the subtype of affixal borrowings, 54 related to phonological borrowings, namely, out of 54 assimilation borrowings, 25 fully assimilated, 24 partially

French	mysterious, thunderous, sensation, mutinous, exotic, appearance, publicize, visualize, materialize, realize,
Persian	Pajamas,
Spanish	Buoyant, chocolate
Italian	vistas
Latin	omnipresent, comprehension, insane, instructive, department, movement, encouragement, estrangement, semidarkness
German	Masterpiece, testing moments, cold feet, eyewitnesses, rucksack, doppelgangers
Dutch	Hangdog, gulp
Arabic	ghouls
Scottish	cozy

Table 1. Borrowings from "Harry Potter and the Deathly Hallows" divided into languages.

assimilated, 5 unassimilated assimilations. Table 1 presents examples of borrowings that were divided into languages.

Loan translations or calques were primarily taken from German such as masterpiece (meesterstuk -German), eyewitnesses (augenzeugen - German), cold feet (kalte füße - German) etc. Furthermore, borrowed words were taken from languages such as French, Latin, and Dutch such as sweet of you (gentil de ta part - French), sidecar (côté voiture -French), thumbs-up (pollice verso - Latin), hangdog (hang de hond - Dutch), etc.

Another type of borrowing that I considered in my analysis was morphological borrowings and the affixal borrowings subtype. The affixes were mostly taken from French and Latin. For example, suffixes such as (-ize, pre-, -ous) were borrowed from French. The suffix "-ize" is used to form verbs. The French variant is "-iser/-izer." It is the verb-forming element that mean the action of the noun or adjective it is connected with; for example, publicize - public (adj) + - ize, visualize – visual (adj) + -ize, realize – real (adj) + - ize, etc. The prefix "pre-"has a meaning "before,"

"in front," or "in advance"; for example, the word pretext has a derivational prefix "-pre" (before) that attaches to the word "texere" – Latin origin (to weave). The last suffix that was borrowed from French was "-ous;" this suffix is used to form adjectives from nouns. For example, the word thunderous is formed from the noun thunder with the attached suffix "-ous." Moreover, I also found Latin affixes during the analysis such as (omni-, -ive, -ment, semi-, super-, dis-, mis-, inter-, multi-). The prefix "omni-" has a meaning of "all"; for example, the word omnipresent is formed with the prefix "omni-" and the word "present" (adj). The suffix "-ive" is used to form adjectives from verbs; for example, instructive – instruct (v) + -ive, attractive – attract (v) + -ive. The prefix "semi-" is the element that adds the meaning of «half» to the word; for example, semiconscious – "semi-" + conscious, semicircle – "semi-" + circle. The prefix "super-" adds a meaning "over or above"; for example, superfast – "super-" + fast. The prefix "dis-" adds meaning "not, opposite of" to the word, for example, discover – "dis-" + cover, dislike – "dis-" + like. Prefix "mis-" also has a negative meaning to the word such

as "wrongly"; for example, misunderstand – "mis-" + understand, mistake – "mis-" + take. The prefix "inter-" has a meaning "among, during or between"; for example, international – "inter" adds a meaning "between" + national (adj). Finally, the prefix "multi-" has a meaning of "many or much"; for example, multicolored – "multi-" adds a meaning (many) to the word "colored".

As for the phonological assimilation of borrowings, I divided them into full, partial, and unassimilated borrowings. For example, the word "pyjama" - /pə'dʒɑː.məz/ I attributed to full assimilation, since phonetically and the spelling of this word is different from the origin that was borrowed from the Persian " پايجامه" - /pai jama/. Another example is the word "laundry" - /'lɔːn.dri/ that was borrowed from French, and the origin is "lavanderie" - /la.vɑ̃.dʁi/. For the partially assimilated borrowings, I selected words that are slightly different in spelling and pronunciation. For example, the word "sensation" - /sen'seɪ.ʃən/ is a French borrowed word from «sensation» - /

sɑ̃.sa.sjɔ̃/. Or the words such as "chocolate" - /'tʃɒk.lət/ from Spanish "chocolate" - /tʃo.ko.'la.te/, "gesture" - /'dʒes.tʃər/ from Latin "gestura" - /'gɛs.tu.ra/. Finally, as for unassimilated borrowings, I included such borrowings that are written the same as their original and sound very similar, for example, the word "cozy" - /'kəʊ.zi/ that was borrowed from Scottish "cozy" - /'kʊzi/, or words such as "rucksack" - /'rʌksæk/ that was borrower from German "rucksack" - /'rʊkzak/, "vivid" - /'vɪv.ɪd/ that borrowed from French "vivid" - /vivid/. Table 2 presents examples of borrowings that divided types and their subtypes.

STEPHEN HAWKING «A BRIEF HISTORY OF TIME.»

As mentioned earlier, the study looked at loan words in the English language and was divided into two parts; the second part examined borrowings from Stephen Hawking's book "A Brief History of Time". The analysis I conducted of the text «A Brief History of Time» led me to the conclusion that French and Latin are the

Semantics borrowings	Morphological borrowings	Phonological borrowings		
Loan translation (calques)	Affixal borrowings	Assimilation		
	thunderous omnipresent.	Full	Partial	Unassimilated
Masterpiece - Meesterstuk (German)	Mutinous superstitions mistrusted, misshapen, publicize, materialize, destructive, encouragement, estrangement pretext,	Pale /peɪl/ - English /pa-l'/ - French (paile)	Perch /pɜːtʃ/ - English /pɛʁʃ/ - French (Perche)	Cozy /'kəʊ.zi/ - English /'kʊzi/ - Scottish (cozy)
testing moments Prufungsmoments (German)		Pajamas /pə'dʒɑː.məz/ - English /pai jama/ - Persian (پايجامه)	Vista /'vɪs.tə/ - English /'vista/ - Italian (vista)	Rucksack /'rʌksæk/ – English /'rʊkzak/ - German (Rucksack)

Eyewitnesses – Augenzeugen (German)	semidarkness semicircle, semiconscious, superfast discover	Scullery /ˈskʌl.ər.i/ - English /ek.wɛl/ - French (écuelle)	Ferocity /fəˈrɒs.ə.ti/ - English /fe.ʁɔ.si.te/ - French (férocité)	Vivid /ˈvɪv.ɪd/ - English /vivid/ - French (Vivid)
testing moments Prufungsmoments (German)	dislike misunderstand mistake, interview international multicolored	Pajamas /pəˈdʒɑː.məz/ - English /pai jama/ - Persian (پیاجامه)	Vista /ˈvɪs.tə/ - English /ˈvista/ - Italian (vista)	Rucksack /ˈrʌksæk/ – English /ˈrʊkzak/ - German (Rucksack)

Table 2. Types and subtypes of borrowings from "Harry Potter and the Deathly Hallows."

main sources of borrowings. In addition, I found that phonological borrowings are the most common subtype of borrowings that I faced in the course of my analysis.

Based on the analysis of the text, I studied 100 loan words and, as mentioned earlier, also divided them into types and subtypes. After analyzing the data, I found that out of 100 loanwords, 46 were of French origin, 47 Latin, 4 Greek, 2 German and 1 Dutch. Moreover, out of 100 borrowings, 4 belong to semantic borrowings, to the type of loan translation (calque), 44 morphological borrowings, to the subtype of affixal

borrowings, 52 belong to phonological borrowings, namely, out of 52 assimilation borrowings, 20 were fully assimilated, 27 partially assimilated, 5 unassimilated assimilation. Table 3 shows examples of borrowings that have been divided by language.

Based on my analysis loan translations or calques were primarily taken from German such as World War – Weltkrieg (German), and masterpiece (meesterstuk -German). There were also calques from Latin and French such as milky way - via lactea (Latin), big bang - le big bang (French).

French	Preclude, revolutionize, visualize, nonexistence, nonquantum, nondecreasing, coincidence, attraction, poisonous, utility, prerequisite, scale, remain, observe, surface, occur, rate
Latin	Milky Way, organism, magnetism, determinism, zionism, accuracy, frequency, paradox, discover, interactions, remarkable, suitable, considerable, indistinguishable, respectable
German	World War, masterpiece,
Dutch	Bubble
Greek	Antithesis, gamma, antiparticles, antimatter

Table 3. Borrowings from «A Brief History of Time» divided into languages.

Another type of borrowing that I took into consideration is morphological borrowings and the affixal subtype. And as in the previous analysis I noticed that affixes were mostly taken from French and Latin. As for affixes that were borrowed from French, I found some as in the previous analysis such as (-ize, pre-, -ous); for example, visualize – visual + "-ize," preclude "- pre" + Latin origin "claudere" that means "to close (v), poisonous – poison (n) + ous. In addition, I found a few more prefixes borrowed from the French language such as (non-, sur-). The prefix "non-" is used to give a negative meaning to the word, for example, the word nonexistence – "non-" + existence, nonsense – "non-" + sense. The prefix "sur-" add a meaning "above" to the word; for example, surface – "sur-" + face (n). Furthermore, some of Latin affixes as in previous were found during the analysis, including (super-, dis-,-ment, inter-); for instance, supergravity – "super-" + gravity, disagree – "dis-" + agree, development – develop + "-ment," interactions – "inter-" + actions. Moreover, I found a few more affixes borrowed from Latin such as (-ism, -cy, -al, -ical, -ary, omni-, re-, macro-, in-, uni-, -able). The suffix "-ism" is used to form words that mean some practice; for example, organism – organize + "-ism", magnetism – magnet + "-ism." The suffix "-cy" indicates the quality of nouns; for example, frequency – frequent + "-cy". The suffix "-al" is used to form adjectives from nouns or other adjectives; for example, apocryphal – apocrypha + "-al". The suffix "-ical" forms adjectives; for example, symmetrical – symmetry + "-ical". The suffix "-ary" forms adjectives and nouns adding the meaning of "related to"; for example, boundary – bound + "-ary". The prefix "omni-" the element that stands for «all»; for example, omnipotent – "-omni" + potent. The prefix "re-" the element that stands for "back"; for example, reawakened – "re-" + awaken. The prefix "macro-" adds the meaning "huge" to the word; for example, macromolecule – "macro-" + molecule. The prefix "in-" add some negative meaning to the word; for example, independent – "-in"

+ dependent. The prefix "uni-" adds the meaning "only one"; for example, uniform – "uni-" + form. And finally, the suffix "-able" is used to form adjectives with the meaning "can do something"; for example, respectable – respect + "-able".

As for phonological borrowings, I also divided them into types and subtypes and categorized them into full, partial, and unassimilated borrowings as was mentioned above. For example, I included the word "scale" - /skeɪl/ to full assimilation, that was borrowed from French "escale" - /ɛskal/. /. For the partially assimilated borrowings, I took words such as intelligence - /ɪnˈtel.ɪ.dʒəns/ (from French "intelligence" - /ɛ̃.tɛ.li.ʒɑ̃s/), detector - /dɪˈtek.tər/ (from Latin "detector" - /detekˈtor/). Finally, as for unassimilated borrowings, I took such borrowings as force - /fɔːs/ (from French "force" - /fɔʁs/), remember - /rɪˈmem.bər/ (from French "remember" - /ʁə.mɑ̃.be/). Table 4 presents examples of borrowings that divided types and their subtypes. A detailed explanation of findings was provided in the discussion section. As for phonological borrowings, I also divided them into types and subtypes and categorized them into full, partial, and unassimilated borrowings as was mentioned above. For example, I included the word "scale" - /skeɪl/ to full assimilation, that was borrowed from French "escale" - /ɛskal/. /. For the partially assimilated borrowings, I took words such as intelligence - /ɪnˈtel.ɪ.dʒəns/ (from French "intelligence" - /ɛ̃.tɛ.li.ʒɑ̃s/), detector - /dɪˈtek.tər/ (from Latin "detector" - /detekˈtor/). Finally, as for unassimilated borrowings, I took such borrowings as force - /fɔːs/ (from French "force" - /fɔʁs/), remember - /rɪˈmem.bər/ (from French "remember" - /ʁə.mɑ̃.be/). Table 4 presents examples of borrowings that divided types and their subtypes. A detailed explanation of findings was provided in the discussion section.

DISCUSSION

In this inquiry, borrowings in the English language were analysed. In order to indicate

Semantics borrowings	Morphological borrowings	Phonological borrowings		
Loan translation (calques)	Affixal borrowings	Assimilation		
World War – Weltkrieg (German)	organism, magnetism, determinism, zionism, accuracy, frequency, preclude, revolutionize, visualize, elliptical nondecreasing, nonsense, boundary, omnipotent, reproduce, uniform, symmetrical, critical, supergravity, disagree, discover	Full	Partial	Unassimilated
Milky Way - via lactea (Latin)		Paradox /ˈpær.ə.dɒks/ - English /pa.raˈdɔk.sʊm/ - Latin (paradoxum)	Fantastic /fænˈtæs.tɪk/ - English /fɑ̃.tas.tik/ - French (fantastique)	Force /fɔːs/ - English /fɔʁs/ - French (force)
Masterpiece – Meisterstück (German)		Applications /ˌæp.lɪˈkeɪ.ʃən/ - English /a.pli.ka.sjɔ̃/ - French (aplicacion)	Massive /ˈmæs.ɪv/ - English /ma.sif/ - French (massif)	Minimum /ˈmɪn.ɪ.məm/ - English /ˈminɪmʊm/ - Latin (minimum)
Big Bang - le big bang (French)		Elaborated /iˈlæb.ər.ət/ - English /eːˌla.bo.raˈti.oː.nem/ - Latin (elaborationem)	Essentially /ɪˈsen.ʃəl.i/ - English /ɛsˈsɛn.tja.lis/ - Latin (essentialis)	Value /ˈvæl.juː/ - English /valœʁ/ - French (value)

Table 4
Types and subtypes of borrowings from «A Brief History of Time.»

their place in enriching the vocabulary system in the English language, I used two works by modern authors of different genres.

Firstly, it is worth mentioning that despite the genres of the analysed books being different, they were dominated by borrowings from Latin and French. For example, if touch on the book by J. K. Rowling "Harry Potter and the Deathly Hallows," it can be noticed that 47% were French borrowings 40% were Latin, and only 13% were borrowings from other languages. As for the book by Stephen Hawking called «A Brief History of Time», there are almost the same results.

For example, 47% were Latin borrowings 46% were French borrowings, and only 7% were from other languages. Based on this, it can be said that the results on the account of linguistic sources of borrowing are similar. However, it should be said that scientific works use borrowings from Latin more than from others. The probable reason for this situation is that it was with the direct sources of these particular languages that there were close links in the history of the English language. For example, during the Third Period of Borrowing, there was a Renaissance that led to an increase in loanwords from Latin. Moreover, many scientific terms originate from Latin.

In addition, it is worth mentioning the types and subtypes of loan words. As the analysis showed, assimilation of borrowings dominated in both sources. In the book by J. K. Rowling "Harry Potter and the Deathly Hallows" assimilation of borrowings was 54% and, in the book by Stephen Hawking called «A Brief History of Time» it was 52% and mostly subtypes such as full and partial assimilation dominated. This can be attributed to the fact that direct borrowing of words is most often used, however, due to the difference in the pronunciation of sounds and spelling rules, words are modified both in written and phonetic form. In addition, borrowings of derivational affixes also make up a significant percentage according to the results of the analysis. Moreover, exclusively all affixes were taken from French and Latin. However, at the same time, most of the borrowed affixes were taken from Latin. For example, in the book "Harry Potter and the Deathly Hallows," 3 affixes borrowed from French and 9 from Latin were found. In the book «A Brief History of Time», 5 French and 15 Latin borrowed affixes were found. Furthermore, scientific texts generally used more borrowed affixes than non-scientific ones. As for the type of borrowing such as loan translation (calques), it showed the lowest percentage according to the results of the analysis. For example, in the book "Harry Potter and the Deathly Hallows", the calques were 11%, and in the book «A Brief History of Time» it was 4%. Based on the above, it can be understood that calques were not a very popular type of borrowing, since it was probably preferable to take the whole word or only an element of word formation to enrich the vocabulary of the English language.

In conclusion, it can be said that despite the difference in the genres of the resources used, both used borrowings. However, it is worth noting that scientific resources use borrowings for the most part from Latin language.

CONCLUSION

As mentioned earlier, borrowings occur because of the contact between various nations. Moreover, it was considered that loanwords make up a big part of English vocabulary and are widely used in everyday communication, including basic vocabulary. Researchers have suggested several types of borrowings such as semantic borrowings or lexical borrowings, grammatical borrowings, phonological borrowings, morphological borrowings, and affixial borrowings. Furthermore, the types of borrowings can be divided into subspecies of the corresponding categories; for example, grammatical borrowings can be divided into discursive markers and connectors, phrasal verbs, palatial deixis, demonstrative and personal pronouns, and focal particles, indefinite and interrogative and numerals; morphological borrowings into derivational and inflectional morphological borrowings, and articles classifiers; phonological into full and partial assimilations and unassimilated words and the like.

In this study, I examined borrowings in English. In order to examine the borrowings and achieve the objective of the inquiry, I analyzed two works of the modern period such as a scientific book by Stephen Hawking «A Brief History of Time» and as a fantasy book I chose the novel by a British author J. K. Rowling «Harry Potter and the Deathly Hallows». The number of words analysed for the whole study was 200 words. The words were analysed in two stages. At first, the words were divided by languages and then the same words were divided by types and subtypes. Thus, the findings led me to some conclusions. The analysis of the findings showed that Latin and French were the main origins of borrowings; however, a small percentage of borrowings from other languages were also found in both sources. Moreover, assimilated borrowings were the most common among other subtypes.

Accordingly, based on the results of the study, I can answer the main question of the research "To what extent does borrowing

enrich the vocabulary of the English language?" Despite the fact that different genres of resources were used for analysis, borrowings were found in both. Moreover, the analysed types and subtypes were also found in both works of the modern period. Thus, I can say that borrowing is actively used in different styles of speech of native speakers and genres of written works. Consequently, borrowings have a broad range of usage in the English language, and this significantly enriches the vocabulary. Thus, this research provided additional information on borrowings in English. Future research may use a larger sample to give more data and examples of borrowings in English.

REFERENCES

Durkin, P. (2014). Borrowed words: A history of loanwords in English. Oxford University Press, USA. https://books.google.com.co/books?hl=ru&lr=&id=del0AgAAQBAJ&oi=fnd&pg=PP1&dq=Borrowing+in+English+vocabulary+system&ots=RbOWXmcuyw&sig=u1RszsewonzA1KphsO1cRJoNk7o#v=onepage&q=Borrowing%20in%20English%20vocabulary%20system&f=false

Grant, A. P. (Ed.). (2019). The Oxford handbook of language contact. Oxford University Press. https://books.google.ru/books?id=rCrJDwAAQBAJ&printsec=frontcover&hl=ru&source=gbs_ge_summary_r&cad=0#v=onepage&q=Semantic%20Borrowing&f=false

Hawking, S. (1988). A brief history of time. Bantam Books. https://www.booksfree.org/wp-content/uploads/2022/02/A-Brief-History-of-Time-pdf.pdf

Kuvshynova, N. M., & Vozniuk, L. A. (2021). Assimilation of Borrowings in the Language-Recipient. Scientific Journal of National Pedagogical Dragomanov University. Series 9. Current Trends in Language Development, (22), 43–57. https://sjnpu.com.ua/index.php/journal/article/view/297

Matras, Y. (2020). Language contact. Cambridge University Press. https://books.google.com.co/books?hl=ru&lr=&id=MkjzDwAAQBAJ&oi=fnd&pg=PR13&dq=Language+Contact&ots=3RtFBvWCvK&sig=PI32Q-6n7sqclbZE_UJBK34Uay0#v=onepage&q=Language%20Contact&f=false

Rowling, J. K. (2013). Harry Potter and the deathly hallows (Vol. 7). Bloomsbury Publishing. https://buxpxti.uz/wp-content/uploads/2022/06/Bloomsbury-HP-7-Harry-Potter-and-the-Deathly-Hallows.pdf

Seifart, F. (2015). Direct and indirect affix borrowing. Language, 91, 511 - 532. https://www.semanticscholar.org/paper/Direct-and-indirect-affix-borrowing-Seifart/dc684251fb351db9ebe1c910bd20ededa89ba131

Yule, G. (2010). The study of language. Cambridge university press. https://books.google.com.co/books?hl=ru&lr=&id=mhOUEAAAQBAJ&oi=fnd&pg=PR11&dq=The+Study+of+Language+&ots=H1EKNuoy8G&sig=yj0znPYlhqY841VP5A5y97iqKmo#v=onepage&q=The%20Study%20of%20Language&f=false

LEARNING DYNAMICS: GAMIFICATION IN ENGLISH LANGUAGE LEARNING

ALTYNBEK ORYNTAIULY

Abstract: The field of English language education is not static; gamification continues evolving over time and is on the forefront of the existing methodologies. When game elements are incorporated with language tasks and challenges, it turns the learning process into an interconnected phenomenon that ends up being not only playful but also a contested and highly effective approach. With language learning which is constructed all around game elements, the use of technology, engaging storytelling, scaffolding, case studies based on simulated genuine environments, and other practices, learners are involved in a dynamic process where language proficiency becomes the chase for both language knowledge and entertainment itself. Tapping into what is already inherent in game elements, learners will be motivated to become part of a gamified setting, which will result in the creation of a deep-rooted need for language proficiency. That being said, while gradually gaining familiarity with interconnection of gamified environments and language tasks, students develop multifaceted skills including not only language comprehension but also problem-solving and communication skills. Consequently, gamification not only problematizes the concept of education but also creates a culture of exploration, stimulation and perpetual interest in language learning.

Keywords: Gamification, language learning and teaching, digital platforms, innovative approach, motivation and engagement, interactive learning, technology in education.

In the language education of the modern era, integration of gamification can be, fairly enough, considered as an outstanding innovation. The whole implementation strategy combines gamified elements and thus game dynamics into instructional material in order to enhance students' involvement and interest during language learning. Learners' interest is aroused through the exploitation of their inherent traits of exploratory as well as competitive nature of people to push on, like in a rivalry, when they have serious motivation to achieve something (Reinders & Wattana, 2014). The games involve well-designed simple tasks that allow learners to feel like successful players and engage in the language. Adding gaming options not only helps them enjoy during learning, but it also encourages them to get a broad knowledge about specific nuances in language structure as well as understanding social and genuine contexts. It has been a relatively significant breakthrough in English education, providing an extra alternative to learners and allowing them to acquire a new language through various interactive activities (Clark, Tanner-Smith, & Killingsworth, 2016). With that said, gamification in language learning is not something completely new, but its application and implementation should be designed with clear understanding of parallels between learning or teaching a subject and receiving or delivering fun. Unlike traditional teaching where the teacher is solely reliant on the textbooks

for knowledge transfer, English language learning through gamification is different as this is more dynamic and involves learner-participation. This analysis is about relatively simple stages of gamification, showing how it affects language mastery, student participation and education at large.

MOTIVATION

The key advantage of gamification is that it catches the students' attention and makes them stay focused, while most traditional language learning techniques fail in this respect as students are likely to battle boredom or indifference. This challenge is addressed by gamification using challenges, rewards, and a sense of achievement among things which are natural in games (Reinders & Wattana, 2014). The students experience a language learning environment similar to that witnessed in games or game-related competitive areas, leading them to be an active part of the process. Educators can make tedious tasks in the curriculum enjoyable through the introduction of game-like activities or extensions to textbook assignments. For instance, language exercises may be presented in the form of quests or missions where students accumulate points or move up to the next level. The element of fun is added here in addition to instilling a feeling of success and pushing these learners to continue with their language learning exercises. This motivation is also driven by the element of competition which could be either internal or among peers in the gamified framework of learning (Kapp, 2014).

When it comes to automaticity and productivity of lessons, gamification creates a conducive environment for learners because it involves immediate feedback (Kapp, 2014; Reinders & Wattano, 2012). Traditionally, feedback on tasks is provided depending on the status of tasks and instructors availability. All this results in the delayed feedback which impedes the learning process since students may pass on to other stages or topics, making it hard to relate feedback to particular learning experiences. In this regard, feedback is real-time and remains relevant in a gamified setting. Imagine an educational game that uses a mobile language learning app. One of the modules requires a vocabulary challenge when the participants pair up words with images. This activity is devised as a game in which students are awarded points for making correct matches instead of the usual quiz format. The app gives instantaneous feedback every time the student tries to match; for example, when a student has matched the word "apple" with its correct speech part (noun), the app identifies the accomplishment with positive sound effect, displaying the achievement on the display panel thereby awarding points for it. Conversely, when students get an incorrect answer, the application gives constructive feedback highlighting the error committed and suggesting helpful hints or explanations in order to redirect students toward the correct answer; for example, they receive a hint which suggests "You can eat (action) a red (description) apple (physical object)."
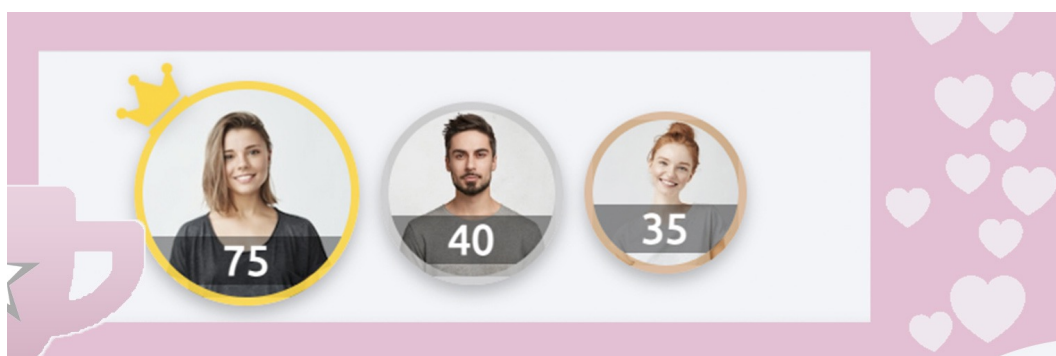

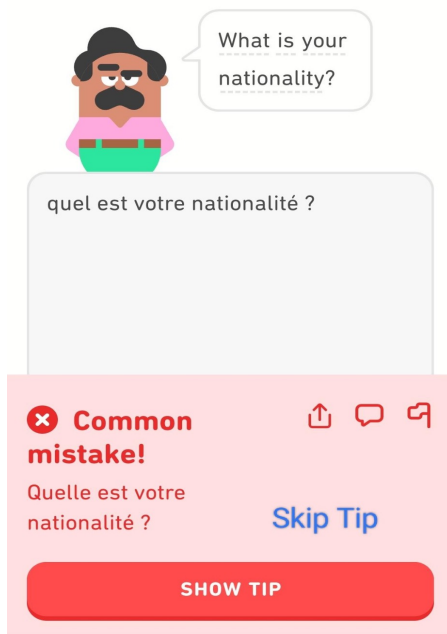Image 1. Digital Leaderboard Showcase (Team Univid, 2021)

Image 2. Feedback in a Language Learning App (Duolingo, 2023)

This real-time feedback serves several purposes:

• immediate feedback, an app can provide hints and suggestions if a student makes a wrong step. The student is then able to identify and correct these mistakes early on before misconceptions are solidified;

• adaptive learning, the app can adjust the difficulty level in real-time depending on students' individual performance. In cases where a student frequently exhibits mastery over some words, the app can add more advanced vocabulary to ensure that the experience remains stimulating but achievable;

• progress tracking, students can instantly know whether they are progressing. This helps them know the number of points that they receive, challenges that they accomplish as well as the comparison with the previous performances and other students.

ENGAGEMENT

Another challenge addressed by gamification in language learning is its application of transferring language into real-life situations. Learning to use words and rules correctly in real life is what language acquisition entails. Gamification therefore presents language tasks in the form of a game which make students engage in the use of communicative skills such as problem solving, storytelling, decision making, or reaching an objective. This kind of utilization in practical situations enables easy transfer of linguistic understanding into daily routines which makes learning more efficient. H. Reinders and S. Wattana (2012), along with J. Sykes and J. Reinhardt (2012), are some of the scholars who have discussed competitiveness as one of the crucial factors that determine the effectiveness and engagement levels of language learning through the gamified approach. They state that there are positive sides to the competitive principle of gamification which can improve communication ability. This can be created by using friendly competitions, group challenges, or time-based tasks and hence, students become active participants in interactions to develop strategies, negotiate, and accomplish goals together. Fundamentally, this is a social interaction which mimics real life communicative scenarios, prepares students for optimal out of class communication (Sykes & Reinhardt, 2012).

EXECUTION

Gamification has integral importance, as there are various components evolved in the perspective of English language education, and obviously a major one is technological advancements. Implementation involves strategic design, development as well as delivery of gamified learning spaces which are adaptable to different preferences (Kapp, 2012; Kruk & Peterson, 2020). Effective execution of a learning design consists of the combination of pedagogical objectives with gamified components,

meaning that the game elements within the learning and teaching process are merged together without losing the essence of the academic material. A well-designed plan starts with a clear understanding of the learners' settings, capabilities, and interests. This serves to guarantee that instructional strategies are well aligned to learners' needs. While assessing the student needs and considering the characteristics of the audience, instructors are able to incorporate gamified activities in a way that can further facilitate diversity in the learning styles and varied abilities eliminating irrelevant subjects in the first place, thus increasing the chances of successful learning (Reinders & Wattana, 2014).

Strategizing will always be crucial to ensure smooth functioning of gamified language learning initiatives. Teachers should break down the goals into measurable and relevant outcomes, matching them with the mechanics of a game and progression system. No matter if the goal is developing the grammatical foundation, expanding the vocabulary or raising the ability to have a conversation, the different components of gamification should be intentionally designed in a way that the students keep moving further along the path to master language subtleties. Besides, educators should consider the way that gamified exercises are adjustable and compatible with the various levels of proficiency and routes which lead each learning process respectively, for the reason of ensuring everybody's incorporation and accessibility of strategies (Kapp, 2014). As aforementioned, creating highly interactive and entertaining gamified environments entails striking a fine line between content and game elements and mechanics. When employing a gamified approach, a design of gamified activities is aligned with the principles of narrative, challenge, feedback, and progress. Teachers integrate these principles to design instruction that is interactive and has regular evaluation to ensure that the objectives of lessons are being fulfilled. Gamified strategies range

from story-based quests to simulating activities and from quizzes to puzzles. This in fact, can fit many learning and teaching types, and thus advance students' interest and participation. Moreover, the point is that gamification adds some degree of choice, autonomy and preference, so that learners will be given an option to take up certain themes and control their entire learning route.

Concerning gamified language learning, evaluation and iteration are ongoing and are of vital importance for the success. Instructors utilize formative assessment to evaluate learners' thought process, retention, and competency. This data can be subsequently analyzed to spot such areas where students don't understand something or vice versa which leads to tailored suggestions on particular gamified activities to enhance learning outcomes. Students participate in word challenges, grammar exercises, and other language-related gamified tasks where all the materials for those activities are embedded within a gamified interface digitally or in a conventional manner with the use of whiteboard, papers, and sets of instructions introduced verbally. Furthermore, educators monitor students' progress by using different assessment measures such as quiz scores, completion rates, and time spent on specific tasks to check on their level of comprehension and efficacy. Last but not least, they also acquire information on the way learners feel and think during the gamified lessons. The cycle of feedback allows instructors to optimize and improve their gamified designs over time, and ultimately, through the constant assessment of the new trends and best practices in the strategy of gamification in foreign language acquisition, educators keep their gamified approaches up-to-date to meet the evolving demands of students (Kapp, 2014; Reinders & Wattana, 2014).

As much as gamification offers several advantages to English language learning, there are also challenges that should

be considered. The main concern here is the danger of excessive focus put on extrinsic motivation, instead of intrinsic motivation. In the initial period, the main elements such as points, awards, and levels can be a driver of engagement; however, educators must ensure that learners develop genuine interest for language learning. Thus, gamified activities should act like incentives and not replacements to the core value of the learning process. The design and implementation must be thoughtful to make objectives clear. Inappropriate game-based activities or lack of incorporation can lead to dissociation. Therefore, educators should ensure to align gamification to learning goals in ways such that the game elements support language learning and not to be a distraction.

RESULTS

All that said, this paper provides a brief sneak peek into the promising prospects of gamification in English language learning. The gamified approach has shown to be an effective driving force that is full of challenges and evolving for learning students and their attainment of effectiveness. Its influence on motivation and learning outcomes has been established in the practical field of language learning and teaching. Students who were exposed to gamified language modules had sustained enthusiasm and took on challenges with great commitment that resulted in improved language skills. Adaptability of the game-based platforms was also important since gamified learning was tailored to each student's progress, offering a suitable range of tools to different kinds of students. On top of that, the features like earning points, rewards, and rivalry also generated an achievement spirit and healthy rivalry amongst students, thus ensuring an active learning environment and this led to continued self-actualization.

Ultimately, it is apparent that gamification could greatly transform the state of English as a foreign language instruction, especially in the context of countries like Kazakhstan that have a strong adherence to traditional teaching methods. Through the combination of technology, interactive challenges and individualized experiences, students enjoy language learning and hence increase effectiveness. These insights will be useful in re-organizing gamification approaches going forward as well as make them more targeted and effective in language education.

REFERENCES

Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis. Review of Educational Research, 86(1), 79-122. https://doi.org/10.3102/0034654315582065

Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. John Wiley & Sons.

Reinders, H., & Wattana, S. (2014). Affect and Willingness to Communicate in Digital Game-based Learning. ReCALL, 27(1), 38–57. https://doi.org/10.1017/s0958344014000226

Reinders, H., & Wattana, S. (2014). Can I say something? The effects of digital game play on willingness to communicate. Language Learning & Technology, 18(2), 101–123.

Reinhardt, J., & Sykes, J. (2012). Conceptualizing Digital Game-Mediated L2 Learning and Pedagogy: Game-Enhanced and Game-Based Research and Practice. Palgrave Macmillan, London. https://doi.org/10.1057/9781137005267_3

Sykes, J., & Reinhardt, J. (2012). Language at Play: Digital Games in Second and Foreign Language Teaching and Learning. Pearson.

ENHANCING LEGAL TRANSLATION COMPETENCE: INTEGRATING COURT PROCEEDING CLASSES INTO LEGAL AND TRANSLATION STUDIES CURRICULA

Kurametov A.Z.

Supervisor: Yevgeniy Y. Puzikov

Abstract: This article is devoted to analyzing existing problems in the field of legal translation in Kazakhstan and the United States of America. The analysis aims to identify problems that arise while implementing a judicial transfer. Moreover, strategies have been described that representatives of higher education institutions should use to increase competence in legal English and legal translation in Kazakhstan. Furthermore, the proposed strategy allows the educational process to involve students of two academic programs: "Translation Studies" and "Law."

Keywords: legal translation competence, methodical strategies, training court proceedings, law and translation studies students, simulation-based activities, English for Specific Purposes (ESP).

INTRODUCTION

The Republic of Kazakhstan, in its constitutional framework, unequivocally upholds the principles of equality and freedom, transcending barriers of gender, race, nationality, language, and origin, as articulated in the Second Part of the 14th Article of its Constitution (Constitution of the Republic of Kazakhstan, 1995). Further amplifying this ethos, Part 2 of Article 19 guarantees the rights to language and cultural expression, embedding these ideals within the nation's legislative and societal fabric (Constitution of the Republic of Kazakhstan, 1995). These provisions are not merely aspirational but find practical application within the Criminal Proceeding Code of Kazakhstan, particularly in Article 30, which affirms the principle of linguistic inclusivity in criminal proceedings, and in paragraph 9 of Article 64, which ensures the right of suspects to testify in their native or preferred language. This alignment with the «Universal Declaration of Human Rights» emphasizes the state's commitment to linguistic equality as a cornerstone of justice («Universal Declaration of Human Rights,» 1948).

Considering these constitutional commitments and the globalized context within which Kazakhstan operates, marked by substantial international mobility underpinned by visa and visa-free agreements, a significant challenge emerges: the escalation of legal cases involving foreign nationals. This situation, characterized by the Ministry of Internal Affairs of the Republic of Kazakhstan's 2021 report of almost 1.5 thousand foreign citizens involved in criminal offenses, underscores a crucial gap in the judicial process - the acute shortage of professional court interpreters (Ministry of Internal Affairs of the Republic of Kazakhstan, 2021). This shortage not only impedes the equitable administration of justice but also highlights a broader issue of linguistic accessibility in legal proceedings, where the lack of proficiency

in legal terminology and translation can lead to miscarriages of justice.

Addressing this gap necessitates a recalibration of educational strategies within the fields of law and translation studies. An integrative approach, incorporating court proceeding classes into the curriculum, offers a promising pathway to enhance legal translation competence. This educational innovation aims to equip students with a comprehensive understanding of legal processes and the requisite translation skills to navigate the linguistic complexities of a globalized legal environment effectively. By doing so, it endeavors to prepare students for the demands of a world where legal professionals must be as linguistically versatile as they are legally adept, particularly in a linguistically diverse setting like Kazakhstan (Smith, 2022).

The ensuing discussion will explore the imperative of integrating court proceeding classes into the law and translation studies curriculum, highlighting the potential of such educational innovations to bridge the gap between legal knowledge and translation proficiency (Krajcso, 2018). Through this lens, the article will delve into the broader implications of linguistic inclusivity for the legal profession, especially within Kazakhstan's multicultural and multi-linguistic society.

LITERATURE REVIEW

Court Interpreting in the USA as Access to Justice

The indispensability of court interpreting in the United States as a vital access point to justice is profoundly highlighted by the fact that all court records are maintained in English. This places interpreters in an essential role, bridging the gap for those who do not speak the language of the legal system (United States Courts, 2020).

Javier A. Soler (2020), a specialist in court interpreting, captures the essence of this role, noting the profound satisfaction derived

from facilitating the smooth operation of the justice system by removing language barriers and allowing judges, juries, and other courtroom participants to proceed efficiently with their duties.

The statistical evidence underscores the growing demand for court interpreting services. In 2018 alone, U.S. courts reported over 361,000 interpretation events, which remained consistent into 2019, hinting at an enduring or potentially increasing requirement for such services (United States Courts, 2020). This necessity for court interpreter's dates back to the Nuremberg trials, where the Allied forces recognized the imperative of transcending language barriers to ensure the legitimacy and transparency of the proceedings against Nazi war criminals. This recognition continued to evolve, notably after the Civil Rights Act of 1964, culminating in a significant legislative milestone with the Court Interpreters Act of 1978, signed into law by President Carter. This Act established the right to a competent interpreter for individuals facing language or communication barriers, reinforcing the principle of equal protection in criminal trials (United States Courts, 2020).

The complexity of court interpreting extends beyond mere linguistic translation to encompass a profound understanding of legal principles, cultural nuances, and technological advancements. Interpreters convey meanings across diverse linguistic registers, ranging from street slang to formal legal terminology, ensuring all participants can fully engage with the proceedings. The advent of reliable technologies, such as remote interpreting, has significantly enhanced the accessibility of interpretation services, enabling courts to uphold the principles of fair and speedy trials even when local interpreters are unavailable (United States Courts, 2020).

An illustrative example of the critical role of court interpreters in ensuring access to justice can be found in the words of Charles et

al. (2020), who poignantly ask us to imagine facing severe charges in a courtroom without understanding a single word being spoken. This hypothetical scenario was discussed during a knowledge seminar on January 16, 2020, dedicated to exploring the significant role of court interpreters. Among the distinguished participants were Judge James Boasberg, a native Washingtonian with a history of serving on both the DC Superior Court and the Foreign Intelligence Surveillance Court; Judge Diane, the first woman of Native American descent to serve as a US District Judge in the District of Arizona, a region with a significant need for interpreters due to its diverse population; and Judge Paula Gold, who oversees the court interpreter program in the Southern District of New York. Additionally, Xavier Soler, representing the Administrative Office as the program manager for court interpreting, provided valuable insights into the strategies and challenges associated with court interpreting (Charles Hall, 2020).

CONSTITUTIONAL ISSUES

Diane's analysis (2020) elucidates the constitutional quandaries inherent in employing court interpreters within the U.S. judicial system, underscoring the profound implications on the Sixth and Fourteenth Amendments. As she articulates, the essential function of interpreters transcends basic linguistic facilitation; it embodies the cornerstone of an individual's right to be meaningfully present and participatory in legal proceedings. This right is compromised when a defendant cannot comprehend testimonies, evidence, or even communicate effectively with their counsel due to language barriers, raising significant Sixth Amendment concerns regarding the right to a fair trial (United States Courts).

Moreover, the deprivation of effective communication with legal representation impinges upon the Fourteenth Amendment's guarantee of due process, a principle foundational to the integrity of the American legal system. Diane's discourse (2020), enriched by specific legal precedents, illuminates the criticality of this issue. A poignant example is a habeas corpus case from the Eastern District of New York in 1970 involving a young Puerto Rican man. The case laid bare the dire consequences of inadequate interpreter services, where the defendant's limited English proficiency and the lack of competent interpreting led to a profound due process violation. This judicial oversight not only underscored the necessity for a systemic overhaul but also catalyzed legislative change, notably the enactment of the Court Interpreters Act, underscoring the judiciary's acknowledgement of interpreting services as indispensable to upholding constitutional rights (Diane, 2020).

The exploration of additional cases further illustrates the nuanced landscape of court interpreting, revealing instances, where the availability of financial resources to secure interpreter services did not absolve the justice system from its obligation to ensure due process and fair trial rights, are upheld, regardless of linguistic proficiency. Through Diane's insights and the judicial examples cited, the literature underscores a pivotal constitutional discourse, affirming the indelible role of court interpreters in bridging the linguistic divide and safeguarding the judicial rights enshrined within the U.S. Constitution (Diane, 00:05:39 - 00:09:24).

MATTERS INITIATED BY THE UNITED STATES

The integration of court interpreters in the United States judicial system illuminates the profound commitment to ensuring access to justice for all, regardless of linguistic capabilities. Judge James Boasberg highlights the essential role of interpreters for non-English speakers and those who, despite being competent in English, prefer to engage in their native language to ensure complete comprehension of courtroom proceedings. This approach acknowledges the rich linguistic diversity of the United States and the justice system's dedication to a clear understanding over mere proficiency (Boasberg, 2020, 00:09:28 - 00:10:34).

The challenges of finding qualified interpreters, as discussed by Judge Paula Gold, underscore the rigorous processes and inherent difficulties in securing such vital services. In the Southern District of New York, the meticulous vetting process for Spanish interpreters and the obstacles in certifying interpreters for less commonly spoken languages reflect the judiciary's commitment to high-quality courtroom interpretation. This ensures interpreters excel linguistically and are well-versed in legal proceedings, thereby preserving the judicial process's integrity (Gold, 2020, 00:10:46 - 00:12:35).

Xavier Soler's narrative on transitioning into court interpreting reveals the profession's multifaceted nature. His journey from teaching to interpreting showcases the intricate blend of legal knowledge, cultural understanding, and linguistic skills required in court interpreting. Soler's experience highlights the profession's fulfillment in bridging language and cultural gaps within the legal framework (Soler, 2020, 00:12:39 - 00:13:30).

Additionally, Judges Boasberg and Diane's operational insights on court interpreting dynamics demonstrate the exceptional skill and adaptability of interpreters. Their ability to facilitate effective communication, even in the face of rapid speech or languages requiring consecutive interpretation, is crucial. Judge Diane specifically points to the unique challenges of interpreting Native American languages, emphasizing the importance of patience and thoroughness in ensuring justice is comprehensible to all involved. Through these firsthand accounts, the review underscores the intricate challenges and profound rewards associated with court interpreting in the U.S. The commitment of legal professionals and interpreters to uphold linguistic accessibility signifies the judiciary's unwavering dedication to the constitutional right to a fair trial, affirming court interpreters' indispensable role in the quest for justice (Diane and Boasberg, 2020, 00:13:45 - 00:16:09).

HOW DID YOU GET STARTED?

Soler's journey into court interpreting encapsulates a broader narrative prevalent among professionals in this field, where career paths often take unexpected turns, leading to the discovery of fulfilling vocations at the intersection of law, language, and culture. Soler's transition from an academic focus on translation to a hands-on role in court interpreting highlights the dynamic nature of language professions and the critical importance of adaptability and continuous learning. His experience underscores the reality that court interpreting extends beyond mere linguistic translation; it demands deep cultural understanding and the ability to navigate complex legal terminologies and procedures (Soler, 2020, 00:12:39 - 00:13:30).

Judge James Boasberg's reflections further illuminate the seamless integration of court interpreters into the judicial process, suggesting that the proficiency and skill of these interpreters often render their presence in the courtroom almost inconspicuous. However, the necessity for their service remains critical, especially in scenarios requiring simultaneous interpretation, demonstrating the nuanced balance between maintaining the flow of legal proceedings and ensuring accurate linguistic translation. This balance is pivotal in upholding the judicial system's integrity, ensuring that all participants, irrespective of language proficiency, receive a fair and understandable hearing (Boasberg, 2020, 00:13:45 - 00:14:58).

The challenges of interpreting Native American languages, as discussed by Judge Diane, further complicate the court interpreting landscape. Due to their linguistic complexity and the absence of direct equivalents in English, the requirement for consecutive interpretation in cases involving languages like Navajo and Apache introduces additional layers of difficulty. This slows down the process and emphasizes the importance of patience and accuracy in ensuring that justice is both served and perceived to be served. Judge Diane's insights highlight the

unique considerations and adjustments necessary to accommodate the linguistic diversity within the United States, ensuring that all defendants fully comprehend the proceedings and charges against them (Diane, 2020, 00:14:59 - 00:16:09).

The literature review delves into the intricate ecosystem of court interpreting through the experiences and observations of Soler, Boasberg, and Diane, illustrating its vital role in bridging linguistic divides and fostering an equitable justice system. The narratives presented depict the challenges and rewards associated with this profession and underscore the evolving nature of court interpreting as an indispensable component of legal proceedings in a multilingual society (United States Courts, 2020).

WHAT IS IT LIKE TO BE A COURT INTERPRETER?

Paolo and Javier (2020) talked about "What is it like to be a court interpreter?" and "What was that actually like their first time in the court?". The author said it was terrifying; there were quickly speaking people, and at that time, they did not always use equipment, so it was hard to hear. It felt like every day was a test to see if she could finish standing on her feet without being mentally saturated. However, she was attracted initially because she had always done informal interpretation when she lived in Spain for many years and interpreted for people between Spanish and English. She felt that was right for her, but it is tricky due to much stress, and it takes a while for nerves to dissolve. Javier emphasized that Paula defined the same way he would have. It was nerve-wracking; you go in there and are on display, which is very difficult to learn how to meld into the bike background and disappear. The interpreter will feel everything that's going back on in that courtroom well it here can do it not only for language, they can do it for culture and emotion that's going on in the courtroom. It can be very exhausting, both emotionally as well as physically. Javier said about feeling pressure: "What if I get this wrong?" Until today, you do not want

to fall on your face because it is still a test. He thinks that if an interpreter ever forgets the importance of what is happening in that courtroom and should probably consider moving somewhere else, it is every day. He underlines, "It may be old hat to us, but it is for the people whose lives are at stake; it is an authentic and pressing thing" (00:16:13 - 00:18:31).

THE COURT INTERPRETERS ACT

Incorporating the detailed overview of the Court Interpreters Act provided by MacCracken and insights from court interpreter Salazar, AO Programs Specialist Figueroa-Feher, and Javier into the ongoing discussion on court interpreting reveals a nuanced perspective on the legislative and operational frameworks supporting this vital function within the United States judiciary. The Act's dual focus, as outlined by MacCracken (2020), mandates the use of interpreters in federal matters and the establishment of a national database to certify interpreters, reflecting a structured approach to ensuring linguistic accessibility in the courtroom. This structured approach, housing around 3,000 interpreters for hundreds of languages, underscores the judiciary's commitment to linguistic inclusivity (MacCracken, 2020).

Salazar's breakdown of interpreter categories illuminates the stratification within the profession, delineating the unique competencies associated with Federally Certified, Professionally Qualified, and language-skilled interpreters. This categorization facilitates the judiciary's ability to match interpreter qualifications with the specific needs of court proceedings, ensuring both linguistic proficiency and understanding of legal nuances (Salazar, 2020).

Figueroa-Feher's emphasis on the criterion-reference exam for certification aligns with the judiciary's pursuit of excellence in court interpreting. Salazar's periodic training workshops further contribute to this goal, fostering a continuous learning

environment that enhances the interpreters' skills and knowledge. These initiatives reflect a proactive approach to maintaining high standards in court interpreting services (Figueroa-Feher, 2020; Salazar, 2020).

Javier's commentary on the pragmatic aspects of court interpreting, from emergency language provision to the goal of interpreter invisibility, alongside Figueroa-Feher's remarks on the ongoing support provided to federal courts, reveals the complex logistics and high expectations underpinning the provision of interpreting services. This operational insight complements the legislative framework, presenting a comprehensive view of the mechanisms in place to uphold the right to linguistic access in the judiciary (Javier, 2020; Figueroa-Feher, 2020).

Salazar and Figueroa-Feher's observations on the rising demand for interpreters for languages of lesser diffusion highlight the judiciary's adaptive challenge. This variability in demand, contingent upon regional demographics, underscores the importance of a flexible and responsive interpreter provision system. The telephone interpreting program, as discussed by Javier, exemplifies such adaptive strategies, leveraging technology to extend linguistic access across geographic and linguistic boundaries (Salazar, 2020; Figueroa-Feher, 2020; Javier, 2020).

Integrating these perspectives into the literature review fosters a dialogue that acknowledges the Court Interpreters Act's and the AO's critical role in facilitating court interpreting and considers the operational realities and challenges faced by interpreters and court administrators. This dialogue underscores the dynamic interplay between legislative mandates, professional standards, and practical necessities in ensuring that the judiciary remains accessible to all, irrespective of linguistic background (United States Courts, 2020, 00:21:07 – 00:22:29).

The National Court Interpreting Database.

Javier (2020) expanded on some of the tools related to court interpretation. Interpreter database, also known as NC ID, is probably one of the primary tools many U.S. courts use to find interpreters. It is essentially a kept database; it has over 3000 in it. They cannot cover 800 languages, but several hundred languages exist. It includes interpreters of three categories, what they deem as AO-certified. Those are languages in Spanish currently, but they still have some Haitian, Creole, Navajo interpreters in the database and professionally qualified and language skilled. It is not a commentary on a person's skill level; it is professionally qualified and recognizes two or three different certifications that are out there from other government agencies. That assures you that interpreters have the skill sets necessary to go and fight in the courtroom. The Language-skilled interpreters may not fall under that category. However, they may also be highly skilled, so that level of category usually the courts will ensure that the person has both skills in writing and actual skills in practice (00:22:53 – 00:24:11).

CHALLENGES ARE FACED IN FINDING AN INTERPRETER OR HELPING THEM DO THEIR JOB

Judge James Blasberg (2020) provided an example when he was a prosecutor in the Superior Court; there was a homicide case at Gallaudet University, the premier university for the deaf and hard-hearing in Washington. The defendant was a student, and he had killed over several months to other students at the school; he was on trial for murder, and Blasberg was prosecuting him; what was incredibly complicated was that they had a deaf defendant, deaf witnesses, and many deaf spectators because there were students or other people in the Gallaudet community. The court has two teams of interpreters one was always interpreting for the defendant another was interpreting for the witness and then they would bring in a big screen and representatives of the court have a camera trained on one of the interpreters and they would have the screen shown to spectators, who could

follow along. It was fascinating how this group all worked together on an exhausting trial. Nevertheless, one interesting was that James was questioning the defendant and cross-examining him about what he thought was a ridiculous account the defendant was giving. He was asking questions in a sarcastic tone that the jury, of course, could hear. However, they were being hoped and interpreted straight because interpreters were interpreting the words that James was saying and there were objections by the defense. Because the defendant looked silly, answering questions that James meant sarcastically as if James would mean them just straight on. It was a complicated scenario for the interpreters, he thinks the court's representatives were caught in the middle, because the defendant was not able to explain inflexion and tone, they as opposed to just the words that were being used (00:36:29 – 00:38:12).

Diane (2020) provided an instance from her court when they had to delay proceedings because we could not locate a particular interpreter. She recalls one from Guatemala; an individual was on reentry violation from that area. She thinks that the courts eventually reverted to a tip line, where they had somebody from one of the registries who should come in through the airwaves, but they were not present in the courtroom. It takes some getting used in the process, but the court also had its sister court down in Tucson. There was an instance when the interpreter's office could not locate women interpreter. It is a dialect of the deep of South America; there are versions of the dialect spoken there. The parties could not get past the preliminary hearing stage because of the need for an interpreter to find an interpreter. They kept continuing it, and finally, this came through a motion to dismiss the charges eventually. Hence, there was the outline of all the attempts to find individuals to render that interpretation. Indeed, there was one individual who came in, but the dialect was different, enough various that it was not understandable by the defendant (00:38:18 – 00:39:51).

Paula Gold (2020) said they have had several occasions to find interpreters for four languages without interpreters. The one case in 2014, she believes it was there six people arrested in Ghana, but they were from Guinea-Bissau. They spoke Portuguese-based Creole; no people could interpret from Portuguese to Creole and vice-versa. One of the defendants spoke Portuguese, the country's official language; the other spoke Creole, and one was not very proficient in Portuguese or Creole. Hence, he spoke his tribal language, Valenta, which caused a problem and was impossible to resolve. Due to that fact, the interpreter they found and gave much orientation spent many hours helping him improve his skills and giving him material. He had developed a good working relationship with a particular defendant. He accepted it and said he understood Portuguese and Creole enough, but it was challenging (00:40:04 – 00:41:33).

OPTIMIZING LEGAL TRANSLATION COMPETENCE

The above-mentioned issues are the foundation for the statement about the shortcomings between the level of "Translation Studies" graduates and job market demands for legal translators. Moreover, even if Kazakh and Russian languages are official and significant languages in educational, scientific, and communicational areas. Due to international bonds and the enhancement of international institutions and academic programs, the role of English has become more vital for higher education students and lecturers. Kazakh and Russian languages are basic in Kazakhstani court proceedings. However, the vital language of international contracts is English, and many Kazakhstani lawyers draw up agreements and treatment in English. The crucial role of legal English is partly the merit of the financial hub Astana International Financial Centre (hereinafter "AIFC") situated in Astana; hence, the center is an interconnected structure for business, finance of Central Asia, the Caucasus, the

EAEU, Western China, Mongolia, Europe, and the Middle East. English, in its turn, is the official language of AIFC. Furthermore, the demand for legal English skills among Kazakhstani lawyers and legal professionals has increased, resulting in the necessity of integration courses related to legal English (Amirbayeva, 2023).

ROLE PLAY – KEY TO IMPROVING THE LEGAL ENGLISH PROFICIENCY

Amoebaean (2021) conducted a study on Kazakhstani Caspian University students to improve their Legal English Proficiency by way of role-play applications. The research findings demonstrated the effectiveness of learning unique vocabulary through role play. Students consider legal documents understanding, interaction, public speaking in their professional sphere, and writing business letters require a considerable vocabulary. Students are thinking thanks to role-play, a person can describe an object or create a story. Additionally, legal text reading boosts the student's vocabulary; according to the opinion of students, lack of real-life situations is the main barrier to learning and using words; students have been learning new words but have no opportunities to apply them out of the auditorium. Students claim that teachers do not have a sufficient level of creativity. Students agree with the opinion that vocabulary learning through role-play helps better understand using terms and improve skills of listening, playing scene (Amirbayeva, 2023).

Using games to teach and learn vocabulary is significant because role-play can be used in any classroom. Hence, it is a vital and engaging method. Furthermore, majors as lawyers should boost their public speaking skills, not only improve their vocabulary stock, which is crucial. Nevertheless, teachers have to pay attention to the fact that many students have vocabulary issues because jurisprudence is a specific area with its features; many students have been confused because of the unique nature of the legal context (Amirbayeva, 2021).

Student's difficulties in mastering professional vocabulary must push the teachers to indicate appropriate strategies and methods to assist them in enhancing legal English competence, which will help in the future during the implementation of legal translation. Consequently, teachers of English for Specific Purposes (hereinafter "ESP") have to apply role-play to motivate students to participate in the classroom. In accordance with mentioned ideas, Amirbayeva (2021) suggested the following actions:

- to make the students actively participate in lesson activities and create a favorable environment;

- to explain to the student that learning a massive number of professional terms will develop competence in a specific area;

- to improve the approaches of applying role-play;

- to work in tandem with students during the class activities;

Figure 1. Role play "Family court case" with the students of the "Caspian Dream Team" program

- to provide correct analysis of their pronunciation and use vocabulary.

Simulation-based Activities as the Major Approach to Boosting Skills of Legal English

One critical aspect of simulation-based activities is imitating real-world activities. Suppose a teacher aims to use a learning strategy based on experience. In that case, the simulation is appropriate because the whole procedure pursues the primary purpose of "enhancing legal English skills for far using them in legal context" (Jones & Barrett, 2017, p.49).

Mykytiuk (2013) emphasized that Play with the role or Activities concentrated on the Simulation in lessons in the English language, depending on their purposes, can be divided into miscellaneous categories. Each period of the course in legal English will require the necessary types among mini role-play activities. The simulation role-play

must be utilized after several lessons to evaluate the learner's progress. Activities based on simulation could be in various forms, as presented in Table 1 (Mykytiuk, 2013; Philips, 2012).

In general, the importance of simulation-based activities (hereinafter "SbAs") was evaluated by the students of law faculties in the experimental group with excellent satisfaction with the integration of SbAs (Nhac, 2023). There is no doubt that SbAs are very effective, but their time-consuming nature makes them unattractive to students of legal English. Teachers and educators should collaborate to create, organize, and incorporate these activities into the lesson. This is crucial for effective learning and competence improvement in legal English. The complexity of court cases and legal terminology requires the establishment of clearly defined goals for each scenario. Creating a basic SbAs chart in 50 minutes is sufficient if it allows students to use

Suggested by methodologists	Offered by the author
Issues resolution/Consultation of a lawyer with a client/ role-playing game:	Issues resolution: Consultation of a lawyer with a client/ / role-playing game + Interpreter
This form of activity requires pair work. One student is the claimant, and the other is the defendant. Students have to get used to the role of future lawyers, who provide a set of facts. Issues discussed between parties can be various (Philips, 2012).	In this case, the practice structure is almost similar; however, the participation of translation studies students will add zest to this process. This method will be useful for both categories: interpreters will enhance their legal/court transition competencies, and lawyers will, in turn, work with interpreters.
Debates in Parliament:	Debates in Parliament:
This work requires groups of four people in each group and within six minutes. This activity requires the participants: Proposer, opposer, Parliament speaker, timekeeper	Here, interpreters will be the fifth participant in the current political debate. Moreover, the interpreter's role will be crucial, so participants will speak in three different languages: English, Kazakh, and Russian.

Table 1. Suggested activities.

Political nightmares role play:	Political nightmares role play:
The present form requires two groups: journalists and politicians. Journalists conduct interviews on topics on the agenda with the participation of politicians.	The third independent group will be interpreters, providing quality communication between the first two groups. Moreover, translations and interpretations connected with political figures put much psychological pressure on the interpreters.
Consultancy presentation:	Consultancy presentation:
Students will be working in groups of four and five persons. They will act as legal consultants for the companies. They have to provide the clients with a modern presentation about findings of form. The role of the "client" and people who will ask questions during the presentation will be the remaining number of people.	Participation of Translation Studies students can be interesting for everybody and very useful for themselves. Hence, there are cases when the connection between clients and legal consultants cannot be completed due to the existing language barrier, which interpreters can overcome.
Round table/conference/ chat show:	Round table/conference/ chat show:
A moderator will manage students' participation in panel discussions, various forums, and various talk shows about the world's present condition.	This kind of activity will be reminiscent of TED Talks. Usually, participants make the speeches in one language, English. Nevertheless, this can be the situation when the participant's language differs from the audience. In this case, the help of the interpreter will be crucial.
Court session	Court session
Every participant has a brief (summary of the case) and a special role, such as a Presiding Judge, Attorney, or eyewitness. Due to the use by the participant of the educational court session of the interrogation of witnesses and the presentation of evidence. Students learn to argue and challenge their positions	The mock trial will be an excellent platform for training future legal translators. Because competent or incorrect legal translation during court sessions can decide the outcome of the case
A Moot court	A Moot court
Students will be divided into three categories: -prosecutors -attorney -independent judge Unlike a mock trial, moot courts exclude testimony or the presentation of evidence instead of concentrating on the law's application (Edward, 2018).	To increase competence in legal translation, Translation Studies students will be invited to provide interpretation and communication assistance throughout this process.

their knowledge of legal English to solve a «genuine problem.» However, the authors suggest that this may not be enough. Also, the opportunity to create their legal framework allows students to improve their life skills. Guidelines and general rules governing student roles, procedures, assessment criteria, or time for reflection should be provided before each lesson. Effective compliance with the SbAs principles largely depends on the guidelines. While using SbAs as an innovative teaching method can be challenging for teachers and students, it provides benefits that encourage them to pursue their careers in legal fields. Nevertheless, this approach is not a disadvantage due to its practical application (Nhac, 2023).

CONCLUSION

The emergence of English for legal purposes results from changes in the global market. General English is taught to law students. Research shows that most of the reference manuals were written for native English speakers, and only a few of them were created for those who do not speak English. More attention is paid to native English speakers. Developing legal skills such as writing letters, and communicating using legal terms are fundamental. It is important to focus on improving the quality of materials for those for whom English is not their native language (Ramazanova et al., 2013).

A comprehensive update of Kazakhstan's foreign and domestic policy and cooperation with international organizations and other countries are linked to future changes. It is believed that joint efforts lead to differences rather than similarities between languages, legal frameworks or cultural identities. The rationale is that a new approach, an integrative model and the creation of legal translation systems should be used to train legal translators and translators in general. This point of view is reasonable (Didenko & Sametova, 2021).

There is no exact strategy in learning Legal English vocabulary, nevertheless, teaching strategies and learning in independent forms are basic student's demand. To involve students in incidental and intentional vocabulary learning activities are ESP teachers or general English teacher's purposes. Reading legal documents, correct usage legal terms according to their meaning are fundamental in order to obtain legal English competence. It takes some time to master the language.» Successful learning of a foreign language, including professional languages, depends on an effective curriculum, teacher experience, student enthusiasm, and teaching methods, techniques, or strategies. By studying the concepts and discourses mentioned above. We can conclude that vocabulary acquisition involves repetition, memorization, and practice. The first step for teachers is to promote the understanding of words in the classroom by including various activities such as images, conversations and short films, as well as word games. Classroom activities should include observation, listening, speaking, pronunciation, and verbal expression. Each ESP lesson is unique because students have different learning goals and needs, so it is extremely important for teachers to identify these factors and create an appropriate course (Amirbayeva, 2022).

Professional vocabulary is a difficult topic to teach and study, especially when it comes to professional vocabulary. If this process is successful, ESP students can participate in social activities and careers without any problems. The importance of vocabulary in any curriculum cannot be denied, and it should be taught consistently and methodically. Choosing a vocabulary that matches the needs and level of knowledge of students is crucial for ESP teachers. Teachers and students should understand that words are learned through repetitive means such as reading, memorizing and practicing outside the classroom, it is very important to recognize this (Amirbayeva, 2022).

REFERENCES

Amirbayeva, D. (2023). Legal English in Modern Kazakhstan: A Short Introduction (SSRN Scholarly Paper 4664707). https://doi.org/10.2139/ssrn.4664707

Amirbayeva, D. (2022). Word Consciousness: Vocabulary Strategies to Promote ESP Students' Interest in Learning Legal English. International Arab Journal of English for Specific Purposes, 5(1),

Amirbayeva, D. (2021). Enhancing the Acquisition of Legal English through Role Play ORCID: 0000-0002-3020-742X

Constitution of the Republic of Kazakhstan — Official website of the President of the Republic of Kazakhstan. (1995, August 30). Akorda.kz. https://www.akorda.kz/en/constitution-of-the-republic-of-kazakhstan-50912

Didenko, O. A., & Sametova, F. T. (2021). THEORETICAL AND PRACTICAL ISSUES OF LEGAL TRANSLATION (ON EXAMPLE OF DOCUMENTS OF THE ASTANA INTERNATIONAL FINANCIAL CENTER COURT (THE AIFC COURT). Zhurnal Izvestiya KazUMOiMYa Imeni Abylaj Hana», Serii «Filologicheskie Nauki», 61(2). https://doi.org/10.48371/phils.2021.61.2.012

Edward, F. K. (2018). Undergraduate Moot Court: Student Expectations and Perspectives. American Political Science Association, 190-193. https://doi.org/10.1017/S1049096517001925

Krajcso, Z. 2018. "Translator's Competence Profiles versus Market Demand." Babel 64 (5–6): 692–709. https://doi.org/10.1075/babel.00059.kra.

Mykytiuk, S. (2013). Role-playing in Teaching Legal English for Law students. Global English-Global Decisions: XVIII TESOL. Ukraine National Conference, Sevastopol. http://dspace.nlu.edu.ua/handle/123456789/2159

Ramazanova, A., Kaliev, B., & Ramazanova, Z. (2013). The Role of legal English in Kazakhstan. DOAJ (DOAJ: Directory of Open Access Journals). https://doaj.org/article/7aa3e774951b4421a009906a282a8919

Nhac, T.-H. (2023). Enhancing Legal English Skills for Law Students through Simulation-based Activities. International Journal of Learning, Teaching and Educational Research, 22(9), Article 9.

Philips, E. (2012). Law Games – Role play and Simulation in Teaching Legal Application and Practical Skills: A case study. Compass: The Journal of Learning and Teaching at the University of Greenwich, 5, 1-14.

Pochti poltory tysyachi ugolovnyh pravonarushenij v Kazahstane sovershili inostrancy | Kazakhstan Today. (2021). https://www.kt.kz/rus/crime/1_5_1377927788.html

United States Courts. (2020, January 16). Knowledge Seminar: Court Interpreting Access to Justice [Video]. YouTube. https://www.youtube.com/watch?v=1_zJDIH53HY

Jones, J.D & Barrett, C.E. (2017). Simulation as a Classroom Teaching Method. I-manager's Journal on School Educational Technology. 12(4), 49-53. Retrieved from https://files.eric.ed.gov/fulltext/EJ1269378.pdf

CHALLENGES FOR CLIL AT THE NIS SCHOOL IN PAVLODAR AND AT WOLFERT SCHOOL IN ROTTERDAM

Kundyz Kenbayeva & Kassiyet Stanbekova

Supervisor: Yevgeniy Y. Puzikov

Abstract: This small scale research study examines the challenges teachers face when implementing Content and Language Integrated Learning (CLIL) in their classrooms. A qualitative approach was used in this study. Two purposely chosen CLIL teachers from Kazakhstan and one from the Netherlands were interviewed. A list of pre-set questions was used, based on a brief literature study, including work of Karabassova, Banegas, Marti et al. and Mehisto. Problems highlighted by the interviewees include the low English proficiency sometimes experienced by both teachers and students, the complexities involved in balancing different language levels within classrooms with multiple intelligences. In the interviews, some issues also arose beyond the questions asked, like financial reasons and cultural issues characterizing the CLIL environment in the Netherlands and the transformative power of collaboration amongst teachers towards the wider learning community in both countries. The research done is a brief study of two weeks with a small sample size. Its findings should be supplemented by studies with enhanced duration and larger samples, to expand our knowledge on globally-based CLIL issues and proposing a number of directions that could be pursued for further investigations, thus providing some nuanced additions to what is already known in this field.

Keywords: CLIL in Kazakhstan, CLIL in the Netherlands, challenges in CLIL, teacher's english language proficiency, subject and language teachers' cooperation, student's low level of English language, psychological barrier.

INTRODUCTION

Content Language integrated learning (CLIL) is a dual-focused educational approach, learning and teaching both subject content and language (Coyle, 2008). According to Karabassova (2020b), Kazakhstan was the first country in Central Asia to implement CLIL. In 2007, Nazarbayev declared the Trinity of Languages, promoting the usage of three languages in teaching. Furthermore, it was declared that in 2013 first CLIL lessons were held in Nazarbayev Intellectual Schools (NIS) (Karabassova, 2020b). According to this statement, teachers were required to use CLIL in their lesson, which led to several issues. Moreover, implementing CLIL was already practiced in other countries and they were experiencing a lot of challenges too, and it was researched thoroughly.

The purpose of this research is to study how CLIL implementation is experienced by teachers in Kazakhstan and the Netherlands, and how it affects them. Furthermore, to investigate how they cope with occurring challenges.

This research is divided into 6 chapters. First one is the introduction, which will give you background context on CLIL and the

purpose of the study. Next is

literature review, it will talk about what affects the implementation of CLIL and with which challenges it is confronted. Third chapter is methodology, how this study was conducted, and data collection and analyzing processes will be discussed. Next one is findings, results of this study will be revealed. Right after, there will be discussion where researchers compare their findings to other researches if there are any similarities. Last one is the conclusion, which will talk about limitations and give recommendations for further research.

LITERATURE REVIEW

This chapter will provide background information on challenges of implementing CLIL. It is shown that the majority of the research, spreading round the world, talks about similar topics. Furthermore, this chapter will be divided into 4 subtopics and discussed: training challenges, low language proficiency level, teacher's role and balancing language with content.

TRAINING CHALLENGES

CLIL was first implemented in Kazakhstan in "Bilim Innovati)", then on Lyceums (BIL"Daryn" and "Nazarbayev Intellectual schools (NIS)". These schools were also designated and established specially as trilingual schools (Karabassova, 2020a). As it was declared to implement CLIL in schools, teachers were required to attend special training courses on teaching with CLIL methodologies and the majority of them faced a lot of difficulties. Banegas (2012) states that in Argentina most of the teachers do not have a degree in teaching neither subject nor language. Therefore they do not know what is expected from them, lowering the significance level of CLIL. Mehisto (2008) discovered that certified subject teachers tend to think that CLIL is just teaching content with unnecessary translation. According to Karabassova (2020b), training courses were not enough to

highlight the importance of CLIL pedagogy and its fundamentals. This coincides with findings of Mehisto (2008), saying that even so teachers completed the training courses, they were merely addressed in practice. So, even having a lot of training courses and its certificates cannot prove that teachers are fully aware and understand CLIL methodology in different parts of the world. Low language proficiency level

Implementing CLIL required all teachers to attend special training courses, however subject teachers as well as the CLIL training course had to go to English courses because of their low level of knowledge. This combination led teachers to think that CLIL is not beneficial, on the contrary they believed that it is more of a problem than solution (Karabassova, 2020b). As it was stated before, the majority of teachers failed to understand the fundamentals of CLIL, and after that they tend to think CLIL is just teaching content in another language (Karabassova, 2018; Mehisto, 2008). Moreover, low language level was faced not only by subject teachers, but also students. As stated by Karabassova (2020a), students were forced to join CLIL classes despite their poor English level and teachers just translated their text of lectures through Google Translate and read it in the class. Karabassova (2020a) also states that oftentimes teachers' level of English is the same or even lower than the students and teachers make use of the higher level of English of their better students in class to improve the teaching process. They did not have time to fully learn English, even in intensive mode, and their level of English was the same as students, so they created and worked as partners. It leads to the question of the teacher's role in the classroom.

TEACHER'S ROLE

Having the same language level with students had teachers rethink their attitude towards their teaching practices. As it was mentioned before, teachers had difficulties

with teaching in another language, and they just read it or implemented it as a subsidiary language to translate into. However, subject teachers are asked to work with language teachers to enhance their methodologies' effectiveness and activate learning processes, such as peer-tutoring, partnership with students, and group work. Results of establishing peer-tutoring and group work in math indicate significant differences in enhancing active learning (Martí et al., 2022). In the context of Kazakhstan, Karabassova (2020b) states that teachers relied on students whose level of English was higher, so students co-construct the lesson with teachers. Hence teachers needed to change their behavior as now they depended on the students, and became more friendly, positive, and with less rigor towards them. Also, teachers did not correct their mistakes trying to maintain a positive environment, after this, students also changed, they became more free and active (Karabassova, 2020b). However, not correcting mistakes affects the language knowledge, and displaces the balance focusing only on content.

BALANCING LANGUAGE WITH CONTENT

A common part of teaching and learning is the use of certain methods, but it is important to note that these methods are not spread evenly; they happen with different levels of frequency as stated by Van Kampen et al. (2020). Teaching in another language might be difficult for subject teachers, so it was mentioned before they teach content using English as a subsidiary and need to translate language. This pedagogical practice almost always ends up ruining the purpose of implementing CLIL, dual-focused learning. Moreover, according to Karabassova (2018) teachers appeared to believe that language acquisition could naturally occur through learning content. From the data, it can be inferred that the participating teachers, due to a lack of awareness regarding the theory, rationale, and pedagogical intentions behind CLIL, perceived it primarily as

employing the English language as a medium of instruction, without emphasizing the students` language development (Karabassova, 2018). Teachers who were insufficiently

prepared for CLIL, in both language and methodology, ended up wasting instructional time by repeating the same content in two languages (Karabassova, 2020b). Also, the imbalance of language and content led one of them to be more active, to be exact - subject. However, subject content is taught in English, so it slows down the learning process, and causes trouble in examinations and assessing, declares Banegas (2012). The reason this causes problems is that the educational process has a different agenda, and examinations are guided by different ones - only subject content knowledge. In these researches it can be seen that teachers demonstrated a lack of familiarity with the fundamentals of CLIL and showed minimal focus on integrating content with language or recognizing the significance of supporting students' language development.

METHODOLOGY

According to Merriam & Tisdell (2016), qualitative research is defined as a deliberate attempt to comprehend unique situations within specific contexts and the interactions inherent to them. Qualitative research method is well-suited for an in-depth and holistic exploration of the challenges faced by teachers in CLIL settings and contextually rich understanding of them by emphasizing the experience of the participants. As a result, a qualitative study approach was used.

In the current study the aim is to investigate the main challenges faced in Content and Language Integrated Learning (CLIL) setting in both the NIS Pavlodar school and Wolfert van Borselen school in Rotterdam, the Netherland and further find out the ways how these challenges are tackled. Therefore, the following one main question

and two sub questions were asked:

• How is implementing CLIL experienced by teachers in Kazakhstan and the Netherlands?

• What challenges did teachers in Kazakhstan and the Netherlands face when implementing CLIL?

• In what ways did teachers cope with challenges during the implementation of CLIL in both Kazakhstan and the Netherlands?

In this particular chapter a comprehensive overview of the research methodology will be provided. It commences with selection and description of the sample, followed by a detailed data collection process including its management and analysis. Subsequently, it delves into challenges and limitations encountered during the research, ultimately reflecting on ethical consideration.

SAMPLING

The participants in this research comprise two language and subject teachers implementing CLIL in NIS school in Pavlodar and one CLIL teacher in bilingual setting in Wolfert van Borsellen school in Rotterdam, the Netherlands. In the current study, the participants were assigned rather than selected by the researchers

since they were invited to give an interview as guest lecturers by the esteemed instructors of the CLIL discipline at Maqsut

Narikbayev University. On the other hand, it can be stated that purposeful sampling took place in this research according to Merriam & Tidbell (2016) since they define this particular type of sampling in the following way "based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned". Therefore, essentially the participants were deliberately selected by the course instructors based on criteria that all of them are educators who are actively implementing CLIL in their respective educational settings, namely NIS school in Pavlodar and Wolfert van Borselen school in Rotterdam, the Netherlands.

DATA COLLECTION

Semi-structured interviews were conducted as a method of data collection. According to Stuckey (2013), in the semi-structured interviews initially established framework for the discussed topic can be guided and shaped during the interview based on the participants' responses. At first, a set of questions related to the research topic of challenges faced in implementing CLIL in both countries was published in an external online website beforehand, namely Padlet, so that the interviewees had an idea of up-coming interview and a chance to prepare the presentation if it is needed. The interviews were held through the Zoom platform for online meetings since the teachers were in different cities and countries as well. Moreover, these

Name	Location	School	Position
Guest lecturer 1	Pavlodar, Kazakhstan	NIS school	English language teacher
Guest lecturer 2	Pavlodar, Kazakhstan	NIS school	Biology subject teacher
Guest lecturer 3	Rotterdam, The Netherlands	Wolfert van Borselen high-school	Bilingual social science teacher

interviews were recorded with their consent and by the course instructors the video records and the participants' presentations were attached at the university platform namely Canvas in CLIL course modules for the further analysis. During the interviews the notes were taken and in further in-depth analysis of both interviews key themes were identified.

LIMITATIONS/CHALLENGES

The primary challenge faced during the study was finding a convenient time for both parties. It proved to be challenging due to the time difference between Kazakhstan and The Netherlands, and the busy schedule of all the participants. Therefore, the first online meeting took place late in the evening and the second interview was merely recorded by the participant and sent to researchers with a chance to contact through email and ask questions if there is the need for clarification or more information.

Regarding the limitations, a limited timeframe for the execution of the research may affect overall validity and reliability of findings since within a restricted time the researchers may not have sufficient opportunity for deep analysis of data and its interpretation. Next limitation is the small number of participants. A small sample size can limit the ability to generalize the research findings and its diversity by introducing bias.

ETHICAL CONSIDERATION

All the interviewees were fully informed about the research purpose, procedures, potential risks and benefits before agreeing to be invited as guest lecturers and main source of data collection as well. A verbal consent was taken in order to record the interviews and use within the further analysis. Additionally, the researchers took the responsibility of ensuring safety and preserving anonymity of the participants.

FINDINGS

The aim of the study is to find out how implementing CLIL in schools is experienced by Kazakh and Dutch teachers, and identify what are the main challenges and how these issues are tackled.

This section presents results of the study that were made during the investigation of challenges and its overcoming ways within the CLIL implementation process in both NIS Pavlodar school and Wolfert van Borselen high-school. The findings namely challenges were divided by three main themes such as educators' struggle in CLIL teaching and cooperation, learners' struggle in CLIL lessons and additional challenges related to finance and culture.

EDUCATORS' CHALLENGES

First, it was found out that the primary challenge faced by the CLIL teachers in NIS school is the low level of English proficiency, particularly among subject specific teachers. The Guest lecturer 2 stated that despite the fact all subject teachers were taught English and how to teach CLIL, they still cannot fully apply their English skills during the lessons or feel uncomfortable and insecure while teaching. As the Guest lecturer 1 mentioned during the interview, in order to overcome the deficiency of subject teachers' English proficiency they are taking additional English language courses, to improve their skills. Also, the different

professional development activities, such as workshops delivered by foreign colleagues, participation in scientific conferences and international internships were mentioned as ways to deal with this issue of English proficiency. Moreover, Guest lecturer 1, who is one of the active English language teachers in the school, is helping and cooperating with subject teachers by attending and observing their lessons, and ending with some crucial advice and remarks for improvements of lesson design, practical activities and application of proper terminology in English.

On the other hand, as the Guest lecturer 1 claimed, nowadays, taking into consideration the busy schedules of educators it is not always easy to find the convenient time for a proper in-depth cooperation of both sides as subject and language teachers as well. Therefore, both language and subject teachers are trying to use their holiday time effectively in order to improve subject teachers' English level and through cooperation plan CLIL lessons thoroughly and prepare for the next term.

Additionally, it was found out that the difference between teaching a subject in English and teaching a subject through English is not considered and truly differentiated by CLIL teachers during the lessons. Guest lecturer 3, who is bilingual social science teacher in Rotterdam bilingual high-school in the Netherlands, believes that in most cases subjects teachers in CLIL are not teaching their subject through the language as it should be. Therefore, to tackle this issue Guest lecturer 3 is always trying to think in their own subject and ask themselves questions such as what is the language that the students need in order to understand this content, and perform the content that is expected from them. Hence, the way of tackling this issue may be merely seeking professionalization as it was proposed by the Guest lecturer 3: joining professional learning communities that are closely related to your subject, meeting at least once in two weeks with those co-workers in the same field, ending with the ways of how to cope with those particular issues and proposed possible improvements.

STUDENTS' CHALLENGES

The low level of English proficiency of students is considered to be a significant challenge in implementing CLIL lessons in NIS school in Pavlodar. Guest lecturer 2 states that due to the students' insufficient language skills teachers take additional exams in L1 in order to truly assess subject content. Moreover, it influences the fact of

transition to English only in 11th grade so that during 7th and 10th grades the students are taught in L1. To handle this issue both subject and language teachers are conducting additional lessons to improve students' low level of English.

Additionally, the issue of language proficiency has arisen in a different way that at the NIS school, the students are not divided according to their English levels. So that the different language level students are sitting together as mixed in

one class which can be an obstacle for the teachers in implementing CLIL, since in a class there are advanced level students and pre-intermediate level students as well. As it was mentioned by the Guest lecturer 2, to cope with the different level students in one class the teachers utilize a variety of materials by language levels, according to the students needs. Therefore, during the CLIL lessons the educators provide students with different sources for learning and have A, B and C level difficulty tasks according to English language proficiency.

Moreover, one of the next challenges faced by students may be the psychological barrier. Essentially, according to the Guest lecturers from NIS Pavlodar school, this barrier may be based on factors such as stress during the lessons, when some students feel that their English is worse than that of others and the worry of taking and preparing for the IELTS exam. Moreover, the unique and different accents of particularly foreign teachers can be a barrier for the learners. In order to address this challenge, the CLIL teachers of NIS school refer the students with psychological barriers to work with school psychologists.

In contrast, the significant challenge for learners of Wolfert van Borselen high-school in Rotterdam, the Netherlands may be maintaining motivation and staying interested during the CLIL lessons. Guest lecturer 3 contends that there is a lack of motivation, which results in the creation of a large achievement gap between the

students. Also, Guest lecturer 3 provided some data as a supporting argument stating that quite a few students in the Netherlands are less willing to work and have lower interests in complex tasks, which is not highly beneficial for CLIL classes, and not only. Therefore, to address the matter, Guest lecturer 3 tries to engage students as much as possible by including different activities, taking into consideration the language triptych and using it properly during the lessons. Additional challenges

During the study there were found two challenges slightly off-topic from the main theme of the research, which is CLIL challenges and ways to overcome them. But these off-topic challenges play a role in implementing CLIL in Wolfert van Borselen high-school in Rotterdam, the Netherlands. These challenges were merely briefly mentioned by the Dutch bilingual educator and the resolution of them have yet to be identified.

Firstly, as the Guest lecturer 3 claimed, there are financial issues. In order to enter the bilingual high-school in the Netherlands, particularly Wolfert van Borselen high-school, the parents have to pay an additional fee around € 900 per year per child. This is in terms of Dutch standards considered to be a significant fee for their parents, since most secondary and primary schools are free of charge.

Secondly, the culture language issue is occurring in CLIL implementation in Rotterdam high school. Guest lecturer 3 mentioned that in Wolfert van Borselen high-school there are students who are in the process of learning English as their

second language, however lacking a fully developed proficiency in their first language or mother tongue.

DISCUSSION

The previous chapter talked about results according to the collected data. This chapter will focus on the discussion of the results

in context of overall CLIL implementation. According to these results, there are several challenges such as students' perception, teachers' perception, and also extra challenges that were faced not as a whole community, but by individuals. These results somehow coincide with some of the previous research findings, such as Karabassova (2018, 2020a, 2020b), Banegas (2012), Marti et al. (2022) and Mehisto (2008). Further details will be discussed below.

The majority of students have low levels of academic and general English proficiency; however, there are some who have excellent levels of English proficiency. This has been mentioned previously regarding the students' perception of CLIL and its challenges. This leads to the problem that students with different levels sit in one class because of the number of students, even though it was uncomfortable for everyone. Same problem was found by Karabassova (2020a); she declared that students had to join the classes despite their level of English. Because of this, teachers had to create materials for several language levels, this led to the second question - the examination and assessing their work. According to Banegas (2012), it was also a problem in the UK countries implementing CLIL, because the examinations were built on the knowledge of subject content, not language. Karabassova (2018) also mentioned that despite the fact that students are studying in another language they are required to develop their knowledge on the same level as the ones who are studying in their L1.

Teachers' perception of CLIL and its challenges: most of them faced the same challenge as the students - low level of English proficiency. When all the teachers were required to attend CLIL training courses, subject teachers had to take one more course - intensive English - to be able to communicate and teach. This result coincides with results of Karabassova (2020a; 2018), she stated that teachers'

level of English made them rethink their teaching methodology techniques, and that they started to take additional courses, work with students collaboratively, moving their teachers' role to the second importance. Most of the teachers also had challenges implementing English itself in their classes, in this research findings they questioned their methods, and told that sometimes they just teach in English, not through English. It can be because of the awareness of CLIL methodology. The same was mentioned in Mehisto (2008), that teachers' think of English as a need to translate language, or explained in English and repeated in L1. Moreover, Karabassova (2020b) and Banegas (2012) declared that teachers often

wasted their time repeating the same thing in several languages and see CLIL as teaching content in English. So, this appears to be not just in the context of Kazakhstan or the Netherlands, it is a worldwide experience.

Additional challenges were found as not expected and rare findings. In this research there appeared financial and cultural issues that were not mentioned in the other researches. Only mentioning that teachers believe if they teach a subject in English students will acquire it naturally while studying the content, not by learning it (Karabassova, 2018). Any other challenges were found unique.

CONCLUSION

The purpose of this study is to find out how implementing CLIL challenges were faced and coped by teachers in Kazakhstan and the Netherlands. Moreover, to investigate the context and usage of CLIL in NIS Pavlodar school and Wolfert van Borselen high-school.

Implementing CLIL in the context of Kazakhstani schools and Netherlands schools was quite similar. They all dealt with the low level of proficiency by implementing CLIL, with regards to usage of English

language. They doubted whether to teach in English or through English. By evaluating each guest's answers, it can be shown that for subject teachers it was more challenging than for language teachers. And this practice seems to be a worldwide occurrence. Also, teachers pointed out students' challenges - low level of English, lack of motivation, psychological problems and examinations that are based only on subject content.

Teachers in order to prevent and cope with these challenges attended seminars, professional training, and worked with other teachers to help each other out. Subject teachers often consulted with language teachers to improve their teaching. Even implementing CLIL had more negative washback and hard challenges, it affected the teaching community to communicate and consult each other, and become better.

LIMITATIONS & RECOMMENDATIONS

The current research had limitations on restricted time and limited participants. This research was conducted in 2 weeks which is considered as a very small time bound. So, for further research it is recommended to take more time and work on it. The next limitation is the low number of participants. There were only two interviews with 3 participants, which is considered very small to be reliable and to generalize the results. For further research, it is recommended to enlarge the sample size and take more than two participants from one school or location. This way the research will have more interesting findings and become more reliable. Acknowledgements

significantly enriched the quality of this research.

Moreover, as this research was conducted in Maqsut Nakikbayev University during the CLIL course with the above-mentioned instructors, hence it is considered to be a MNU CLIL course product, we are thankful for the opportunity.

REFERENCES

Banegas, D. L. (2012). CLIL teacher development: Challenges and experiences. Latin American Journal of Content and Language Integrated Learning, 5(1), 46–56. https://doi. org/10.5294/laclil.2012.5.1.4

Coyle, D. 2008. "CLIL - a Pedagogical Approach From the European Perspective." In Encyclopedia of Language and Education, edited by N. Hornberger, 1200–1214. Boston: Springer US.

ВЛИЯНИЕ ВИРТУАЛЬНОЙ ЖИЗНИ НА РАЗВИТИЕ ЧУВСТВА ОДИНОЧЕСТВА И ТРЕВОЖНОСТИ У ЛЮДЕЙ

Касаева Томирис Нурлановна.

Аннотация: В 21 веке активно продолжает развиваться виртуальный мир. После карантина в 2020 году люди поняли, что абсолютно всё можно делать из дома. Это повлекло развитие дистанционной работы, обучения, доставок из различных ресторанов и магазинов, а благодаря социальным сетям можно общаться с родственниками и друзьями, не выходя из дома, знать, что происходит в мире и т. д. Это означает, что человек может вообще не выходить из дома и не видеть других людей вживую, что может провоцировать такие проблемы, как постоянное чувство одиночества и тревожность. Нами была поставлена цель на основе эмпирического исследования выяснить, есть ли связь между активной виртуальной жизнью и развитием чувства одиночества и тревожности у людей (группа возраста 17-25 лет).

Ключевые слова: тревожность, одиночество, виртуальная жизнь.

ВВЕДЕНИЕ

В 21 веке виртуальный мир развивается с огромной скоростью, а опыт массового карантина показал, насколько сильно человек может самоизолироваться. Но как такое добровольное затворничество влияет на психику людей?

Сейчас в мире идёт «эпидемия» одиночества, поэтому тема данного исследования наиболее актуальна, поскольку важно разобраться, есть ли связь между эмоциональными проблемами людей и развитием виртуальной жизни. Мы предполагаем, что человек, ведущий активную виртуальную жизнь, может испытывать сильное чувство одиночества и тревожности.

Рассмотрим эти термины по отдельности. Одиночество как чувство, самоощущение достаточно трудно квалифицировать. Быть одному и быть одиноким – это разные понятия. Человек субъективно может быть один, но не испытывать при этом чувства одиночества. И также он может постоянно быть с людьми, но чувствовать одиночество. На основании этого надо понимать, что одиночество – это в большей степени

эмоциональная проблема, нежели физическая. Одиночество также ощущается как физический дискомфорт от реального или мнимого отсутствия людей в жизни человека. Это проявляется как давящее чувство в груди, и так же человек может чувствовать тревогу.

В 21 веке одиночество во многом связанно с отсутствием постоянства. Сейчас мир всё время меняется, движется, а виртуальная реальность стирает любые границы. Раньше, до момента появления и развития интернета, людям чаще приходилось коммуницировать с глазу на глаз, видеть друг друга каждый день и т. п. Даже чтобы отправить письмо или телеграмму, нужно было пойти на почту и пообщаться с людьми там. Таким образом, люди сближались, даже не замечая этого. Можно сказать, что человек и в таких условиях всё равно мог быть одиноким, так как одиночество зависит не от непосредственного присутствия людей рядом, а от эмоциональной составляющей. Но в первую очередь в тех условиях была стабильность, человек не мог просто исчезнуть из чужой жизни. Сейчас же любой контакт может оборваться внезапно, онлайн-друг может однажды просто не выйти в сеть, заблокировать или просто перестать отвечать, и его собеседник может никогда и не узнать, почему это произошло. Пытаясь расширить границы возможного, люди, по сути, загнали себя в новые рамки. Это заставляет людей чувствовать себя неуверенно, одиноко, в подвешенном состоянии, даже имея тысячи людей в «друзьях» в интернете.

Однако если человек изолируется добровольно, то, возможно, у него нет необходимости в живом общении. Но ещё Э. Фромм говорил: «Потребность в связи с окружающим миром является глубинной человеческой потребностью. Чувство полного одиночества ведет к психическому разрушению, так же как физический голод – к смерти».

Но также Фромм считал, что связанность с другими не идентична физическому контакту. Индивид может быть физически одинок, но при этом связан с какими-то идеями, воспоминаниями, моральными ценностями или хотя бы социальными стандартами. Сейчас же многие люди могут жить в физическом одиночестве, но при этом не иметь каких бы то ни было сильных целей или идей, что приводит их ещё и к моральному одиночеству.

Теперь рассмотрим понятие тревожности. Тревожность – это индивидуальная психологическая особенность человека, черта его характера, проявляющаяся в склонности впадать в состояние повышенного беспокойства и тревоги в тех эпизодах и ситуациях жизни, которые, по мнению данного человека, несут в себе психологическую угрозу для него и могут обернуться для него неприятностями, неудачами или фрустрацией. Это иррациональный страх вместе с волнением и чувством неизвестности.

В доисторические времена, когда люди только начали развиваться как биологический вид, первой реакцией организма на стресс было «бей или беги», то есть любое активное действие помогало нашим предкам успокоиться. Сейчас же во многих случаях мы ничего не можем сделать: при тревожности сложно сосредоточиться, постоянное нагнетающее ощущение вызывает у человека дискомфорт.

По нашей гипотезе, одиночество, вызванное добровольным затворничеством, которое стало следствием развития виртуального мира, приводит к более сильной тревожности, а именно к частым приступам беспричинного беспокойства.

Отсюда можно сделать следующий вывод: так как отношения с другими людьми являются естественной потребностью, то, когда эта потребность не удовлетворяется в полной мере, это

вызывает у организма стресс, который повышает уровень тревожности.

РЕЗУЛЬТАТЫ

Для проверки гипотезы мы провели эмпирическое исследование. Был проведён опрос в выборке, которая включала в себя 29 человек обоих полов в возрасте от 17 до 25 лет. Им была предложена анкета из 9 вопросов, включающих в себя сведения об их виртуальной жизни (количестве аккаунтов, времени, проводимом в социальных сетях, онлайн-общении и т. д.). Также испытуемые отвечали на два опросника: Дифференциальный опросник переживания одиночества Е.Н. Осина и Д.А. Леонтьева (короткая версия) и Интегративный тест тревожности НИПНИ им. Бехтерева.

Из анкеты были получены данные о количестве времени, которое испытуемые проводят в интернете, и количестве времени, которое они проводят с живыми людьми офлайн. На основании полученных данных проведен сравнительный анализ между временем, проведённым в интернете, и уровнем тревожности и чувства одиночества. Ниже приведена статистика и выводы (Таблица 1).

1) Есть аккаунт в нескольких соц.сетях – 26 человек. Есть аккаунт в одной соц. сети – 3 человека.	2) Больше 20 часов в неделю проводит в соц.сетях – 8 человек. 5-10 часов в неделю проводит в соц.сетях- 9 человек. 10-20 часов в неделю проводит в соц.сетях – 6 человек. Меньше 5 часов в неделю проводит в соц.сетях – 6 человек.	3) Больше 1000 подписчиков – 5 человек. 200-1000 подписчиков – 11 человек. 10-200 подписчиков – 11 человек. Меньше 10 – 2 человек.
4) Больше 50% подписчиков ваши близкие друзья – 3 человека. 30-50% - 2 человека. 10-30% - 8 человек. 1-10% - 12 человек. Меньше 1% - 4 человека.	5) Пользуюсь 2-3 раза в месяц доставкой – 12 человек. Пользуюсь больше 1 раза в неделю – 3 человека. Пользуюсь 1 раз в месяц – 10 человек. Не пользуюсь - 4 человека.	6) Больше 20 часов в неделю офлайн общения – 7 человек. 10-20 часов – 7 человек. 5-10 часов – 11 человек. Меньше 5 часов – 4 человек.

Таблица 1. Статистика данных, полученных с помощью исследовательской анкеты

ВЫВОДЫ

По данным, полученным из анкеты и опросников, можно сделать вывод, что люди, которые больше времени общаются онлайн, имеют примерно такие же показатели чувства одиночества, что и те, кто больше времени общается с друзьями офлайн (общее среднее – 11 по шкале общего одиночества Дифференциального опросник переживания одиночества и 8 соответственно). В обоих случаях показатели одинаково средние. Также тревожное эмоциональное состояние незначительно повышено у людей, проводящих 20 и более часов в социальных сетях в неделю, по сравнению с людьми, проводящими около 5 часов в неделю за просмотром социальных сетей (в среднем 7.5 и 5 станайнов соответственно по шкале тревожной оценке перспективы Интегративного теста тревожности). При этом тревожность, связанная с социальными контактами (прямое общение), у большинства испытуемых в обоих случаях достаточно низкая (в среднем 3 станайна у обоих групп по шкале социальной защиты Интегративного теста тревожности).

На основании этого можно сказать, что сильного влияния виртуальная жизнь людей на их чувство тревожности и одиночества не оказывает, однако для более достоверных результатов необходимо продолжить исследование более обширно и с большим количеством людей.

СПИСОК ЛИТЕРАТУРЫ:

1. Фромм Э. (1956) Искусство любить.

2. Немов Р.С. (2007) Психологический словарь.

3. Моисеева Т. А., Юртаева Ю. О. (2019) Особенности субъективного чувства одиночества в подростковом возрасте. Журнал «Молодой ученый». https://moluch.ru/archive/242/55918/

4. Румянцев М. В. (2007) Социально-философский анализ явления одиночества.

5. Осин Е.Н., Леонтьев Д.А. (2013) Дифференциальный опросник переживания одиночества: структура и свойства. Журнал Высшей школы экономики. Психология. Т. 10, № 1. С. 55–81.

6. Бизюк А.П., Вассерман Л.И., Иовлев Б.В. (2003) Применение интегративного теста тревожности (ИТТ). Методические рекомендации. СПб.: Изд-во НИПНИ им. В. М. Бехтерева.