

CENTRAL ASIAN JOURNAL OF TRANSLATION STUDIES

№ 1(1) 2018

#1



KAZAKH ABLAIKHAN UNIVERSITY OF
INTERNATIONAL RELATIONS AND WORLD
LANGUAGES



PUBLIC FUND
"TRANSLATORS OF KAZAKHSTAN"



THE JOURNAL IS REGISTERED WITH THE MINISTRY OF INFORMATION AND COMMUNICATION OF THE REPUBLIC OF KAZAKHSTAN

CERTIFICATE № 16822-Ж ASTANA, 2017

АБЫЛАЙ ХАН АТЫНДАҒЫ
ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ЖӘНЕ ӘЛЕМ ТІЛДЕРІ
УНИВЕРСИТЕТІ
ҚАЗАҚСТАН АУДАРМАШЫЛАРЫ ҚОРЫ

**ОРТАЛЫҚ-АЗИЯ
АУДАРМА ІСІ ЖУРНАЛЫ**

**ЦЕНТРАЛЬНО-АЗИАТСКИЙ ЖУРНАЛ
ПЕРЕВОДОВЕДЕНИЯ**

**CENTRAL ASIAN JOURNAL OF
TRANSLATION STUDIES**

1(1) 2018

**ҚАНТАР-НАУРЫЗ 2018 Ж.
ЯНВАРЬ-МАРТ 2018 Г.
JANUARY-MARCH 2018**

Журнал 2018 жылдың қантар айынан шыға бастаған
Издается с января 2018 года
Published since January 2018

Жылына 4 рет шығады
Выходит 4 раза в год
Published quarterly

Алматы 2018

Editor-in-chief

S.S. Kunanbaeva

Professor, Academician of National Academy of Sciences of the Republic of
Kazakhstan

Editorial board:

Supervising editors:

A.T. Chaklikova - dr. ped.sc., prof., Kazakh Ablai Khan University of IR&WL,
Kazakhstan

B.Mizamkhan – cand. phil.sc., assoc.prof., Kazakh Ablai Khan University of
IR&WL

N.A. Aubakir - M.A. – Kazakh Ablai Khan University of IR&WL, Kazakhstan

Associate editors:

G.S. Assanova (Ph.D.), Kazakh Ablai Khan University of IR&WL, Kazakhstan

K.M. Zhampeiis (cand.phil.sc.), Kazakh Ablai Khan University of IR&WL,
Kazakhstan

A.B. Baidullaeva (Ph.D.), Kazakh Ablai Khan University of IR&WL, Kazakhstan

Sh.O. Saimkulova (M.A.), Kazakh Ablai Khan University of IR&WL, Kazakhstan

Editorial staff:

Consulting editors:

Anna Oldfield – Ph.D., South Caroline University, USA

Christopher Baker – Professor, American University of Central Asia, Kyrgyzstan

U.M. Bakhtygereeva - Full Professor, RUDN University, Russia

Kim Chang Ho – Ph.D., Professor, Pusan University of Foreign Languages, South
Korea

V.I. Karasik - Full Professor, Volgograd Technical University, Russia

Shabdiz Orang – Ph.D., Kazakh Ablai Khan University of IR&WL, Kazakhstan

Central Asian Journal of Translation Studies. ISSN

Owner: Kazakh Ablai Khan University of international relations and world
languages, Almaty, Kazakhstan

The certificate of registration of a periodic publication in the Ministry of information
and communication of the Republic of Kazakhstan №16822-Ж issued in 2017 Astana

Editorial address: 200 Muratbayev street, Almaty, 050000

www.cajts.ablaikhan.kz

**INDIVIDUALIZED APPROACH TO TEACHING A FOREIGN LANGUAGE:
A GATE WAY TO KEEPING STUDENTS INVOLVED**

Shabdiz O.¹

¹PhD, Theory of foreign philology Department
KazUIRandWL, Almaty, Kazakhstan
E-mail: o.shabdiz@mail.ru

Abstract. The article outlines different aspects in individual approach to teaching a foreign language, since it is vital to focus on the learners as individuals. There are several reasons why it is beneficial to encourage language learners to read extensively.

Keywords: Teaching, student, foreign, language, individuals.

Studies show that when students read extensively, they not only improve their reading fluency, but also build new vocabulary knowledge and expand their understanding of words they knew before. The most obvious thing is that to change one's view of learning requires a flexibility that not everyone has. Individualized instruction must not become solitary learning. The importance of human interaction and the sense of security derived from groups should stimulate to develop humane, personalized language lessons.

Later the author would come upon a conclusion that individualized approach in teaching a foreign language may not always be a proper method specially with a huge audience yet it could be one of the best variable within modern EFL classrooms with limited number of learners.

Teaching methodology is currently passing through student - centric stage which is characterized by great interest in the process of learning and the roles that the teacher and the learner play in this process. Individual learning is an important problem arisen in the light of credit system which has been implemented in higher education system in Kazakhstan. The aim of this article to clear out different aspects in individual approach in teaching a foreign language, since it is vital to focus on the learners as individuals.

Development of different approaches since 1970 recognizes the inherent complexity of learning and makes us draw to conclusion that there is no "right" method. It is well known

that all students do not learn in the same way. Some prefer oral explanations, while others choose written ones. Certain students enjoy finding out information for themselves; other students prefer being "spoon-fed". While some students work best with their peers, their classmates might benefit more from the personal attention of their teacher. In many instances the successful experiments with individualized learning have been with small groups of highly motivated learners [3].

The cause of disappointment is the realization that there is no such thing as a method labeled "individualization" that teachers can apply easily in their own foreign language class [8]. But even if teachers are working in a situation where the implementation of individual learning seems impossible they shouldn't reject the whole area out of hand and feel there is nothing for them.

Individualization involves changed attitudes and organization. Teacher is seen as a helper and a facilitator of learning rather than the installer of knowledge [2]. Teacher is no longer teaching the book but helping the learner to learn. The teaching of content is the teaching of *static* knowledge. If we are to be true facilitators, then we must help the learner to acquire learning skills by involving them in teaching process [10].

The most obvious thing is that to change one's view of learning requires a flexibility that not everyone has. Individualized instruction must not become solitary learning. The importance of human interaction and the

sense of security derived from groups, should stimulate to develop humane, personalized language lessons [5]. It means that the certain effect has been made to meet the needs and preferences of an individual learner. It is assumed that the student has been given some responsibility for his own learning by creating a virtual world, and it doesn't matter whether the learning is done alone or in a group, with or without a teacher.

Terminology and definitions in the area of individualized learning are confusing, because they may cover such topics as individualized instruction, self – access facilities, self – directed learning, autonomy, one-to-one teaching, home study. All of them focus on the learner as an individual.

Individualised learning and individualized instruction are based as general terms to describe the provision of facilities which meet the individual needs of the learner [2]. It isn't implied in these definitions whether the learner is alone or necessarily directing individual learning.

Self- access facility can help to meet learners' needs. In self -access centres there are learning materials which the students can choose for themselves. The learner can work on them and correct or access the performance with little or no aid from the teacher.

According to Biggs, J.B. and Moore, P.J these materials must be accessible in several ways:

a) The student must be able to recognize the types of work he/she should do from the catalogue or advice cards made during the lesson;

b) The materials must be accessible in the sense that he/she can easily find them on the shelf;

c) The materials must be accessible in the sense that learner can revise the task at anytime in order to gain perfectionism.

Self- directed learning – the term focuses our attention on the responsibility for learning rather than upon the provision of materials. In true self - directed learning the student is expected to pick his/her own path through the learning materials. Learner must make his/her own decisions on how the materials should be learnt. The ultimate goal of self- directed

learning is autonomy, where the student has complete control of the learning process.

Autonomous learning is by its nature very self – directed, yet the student, usually, has a tutor or advisor among the resources. The autonomous learner, either alone, or in a group decides what it is needed to be learnt in the light of why it is needed to learnt, and then decides how the problem must be tackled [9]. The learner may even use own “learning materials” to work upon in the form of authentic materials and texts and even some course- books in hand. In the process the learner takes the responsibility for self – learning leading to self-confidence and self-assurance.

In one-to-one teaching the student can also find himself as the only learner, but he has a teacher or teachers of his own. Obviously every effort can be made to meet the learner's needs in this situation and a wide number of options are available.

The home – learner is very far from being autonomous although the learner has decided to teach himself/ herself at home. He/she can study as much or as little as he/she wishes and apply any learning techniques he/she cares to use, but what is to be learnt and how it is to be learnt is largely predetermined by the book or the course been chosen. The home learner has no teacher and therefore the course (book, tape, TV course) is intended to give the maximum support.

Thus we can define individualization in language learning as a situation where learners are given a measure of freedom how and what they learn at any particular time (implying less direct teacher supervision and more learner autonomy and responsibility for learning) and there is some attempt to adapt or select tasks and materials to suit the individual. The opposite is “lockstop” learning, where everyone in the class is expected to do the same thing in the same way [10].

All types of individual instruction have developing character and may be widely applied in English language theory, methodology and practice teaching (Bamford, J. and R.R. Day). For example, extensive reading is followed by autonomy of readers in which English language learners read large quantities of easy material in English. They

read for information and enjoyment with a primary goal of achieving a general overall understanding of the reading material. Students select their own reading material and are encouraged to stop reading if the material is not interesting.

There are several reasons why it is beneficial to encourage language learners to read extensively. Studies show that when students read extensively, they not only improve their reading fluency, but also build new vocabulary knowledge and expand their understanding of words they knew before [1]. Additionally, extensive reading can help students write better, as well as improve their listening and speaking skills. And perhaps the best result is that students develop positive attitudes toward reading in English and increased motivation to study it. Teachers have an important role to play in helping their students get the most out of extensive reading. Teachers need to introduce their students to extensive reading, help them to select reading materials and provide essential guidance as they read extensively.

Individualized learning does not necessarily imply a programme based entirely on self-instruction, nor the existence of self-access centres (which are expensive to equip and maintain and therefore not available to most language learners). It does simply imply a serious attempt to provide for differing learner needs within a class and to place a higher proportion of responsibility for learning on the shoulders of learners themselves [2]. For teachers, perhaps, it is more useful to devote their thoughts to how we can achieve at least some degree of this kind of individualization within a conventional classroom than to give up the attempt because we do not have time or resources to organize full-access facilities.

There are some recommended techniques for helping pupils to become self-directed in their language learning. A self-directed learner as it was mentioned before is one who retains the responsibility for his/her own learning, and becoming self-directed means learning to accept the responsibility. Being responsible for your own learning is more *an attitude of mind* than behaving in a particular way or having a particular set of

skills [8]. Learners can be responsible for their own learning – and consequently self-directed – in a conventional classroom as well as when they are working individually. According to Entwistle, N. and Ramsden, P. this responsibility is exercised in four areas:

a) The self-directed learner *retains responsibility* for the aims and objectives of the course. This may simply mean that he/she is aware of them and accepts them.

b) He/she *monitors* the development of the course and its continuing relevance to his/her own objectives. This means that the learner has to be aware of what his/her objectives are, and be able to relate the course to them.

c) The self-directed learner *assesses* himself/herself. That is he/she is aware of how well learning tasks are achieved, and has a reasonable idea of his/her level of proficiency.

d) The self-directed learner takes an *active role* in learning. Thus he/she seeks out every opportunity to understand, practice and learn, offered by the materials he/she is using for the required lessons being taken. He/she will seek explanations from the teacher, ask for repetitions of model utterances, seek frequent opportunities to try out new materials and so on.

How can we train learners in self-direction? I believe that this can be done using techniques which are already commonplace in many classrooms. The techniques I propose are more familiar as language learning techniques, but here they have the dual function of promoting language learning and of training in self-direction. The essential aspect of training for self-direction is the teacher making it explicit that this is what he/she is aiming at.

Self-monitoring: the learner keeps a record of his/her progress. It may be a simple checklist of the items covered. The form of the record keeping is important and the teacher needs to give some thought to the design and how to introduce it to pupils. Here are some important considerations – they must be simple, sometimes detailed. For instance, the teacher may control by asking learners to complete a record under certain headings.

Self-correction: is the process in which the learner corrects his/her own written exercises. To do this the learner must be

provided with proper explanations or sometimes answers, and the freedom to consult the answers when he considers it appropriate. In this way teachers can demonstrate to learners that exercise materials are *aids* to learning rather than *tests*.

Variable pacing. This simply means allowing learners to work at their own pace. Variable pacing works best if the individuals have access to a variety of different materials, from which they can choose. To do this it is necessary to share objectives with the learners, so that they know what they should go on to after they have finished what they are doing.

Group and pair work: Problem – solving tasks and use of “content” or project works: learners might be encouraged to get together into self – help groups. This might be groupings of students experiencing the same problems, and the groups work together in an attempt to solve them. There are four ways in which ‘content’ is related to the growth of self –direction in language learning:

- by using information (reference sources such as newspapers on some agreed topic), learners organize the material into reports of an agreed format – summary, tables, charts, bibliography. The students use interviewing people, tape-recording;

- by using authentic materials,
- by personalizing language practice;

Designing own materials: a natural extension of individualization, and an important stage in training learners to be independent, is to encourage them to design their own exercise and practice material.

Use of ‘(student) pupil –teachers’: learners can be encouraged to consult their friends when working on written exercises, themes of discussion; learners can also take over the role of the teacher from time to time in different types of activities. In group activities learners can be elected as group leaders; then their tasks may include such responsibilities as organizing the activity, monitoring and controlling the members of the group.

Counseling: the teacher discusses progress and problems with individuals and groups, by discussion the teacher encourages

the learner to talk about his learning. It can be done during group or individual activities. During group activities the teacher can sit as a non-participating member. As problems arise the teacher can make himself available to help the group discuss what the problem is and can suggest possible solutions. It is more helpful to suggest several alternatives, than to supply one ‘correct’ answer; the intention is to leave the group with the task of coming to an agreement about the solution they prefer.

To recapitulate I would say that individualized approach in teaching a foreign language may not always be a proper method specially with a huge audience yet it could be one of the best variable within modern EFL classrooms with limited number of learners.

REFERENCES

- [1] Bamford, J. and R.R. Day. Extensive reading activities for teaching language. Cambridge: Cambridge University Press eds.- 2004.
- [2] Geddes, M. and Sturtridge G., eds. Individualization. Modern English Publications.- LTD.1982.
- [3] Biggs, J.B. Individual and group differences in study processes// British Journal of Educational Psychology. – 1978. - № 48.- С. 266-279.
- [4] Biggs, J.B. Approaches to the enhancement of university teaching: Higher Education Research and Development. - 1989.- 8,7-26.
- [5] Biggs, J.B. and Moore, P.J. The Process of Learning. Prentice Hall// Australia, 1993.
- [6] Bowden, J. and Marton, F. The University of Learning, Beyond Quality and Competence in Higher Education, Stylus Publishing,- USA, 1998.
- [7] Eizenberg, N. Applying Student Learning Research to Practice, in J. Bowden(ed), Student Learning: Research into Practice, CSHE, University of Melbourne, -Melbourne, 1986
- [8] Entwistle, N. and Ramsden, P. Understanding Student Learning, Croom Helm,London, 1983.
- [9] Marton, F. and Booth, S. Learning and Awareness, Lawrence Erlbaum Associates// New Jersey, 1997.
- [10] O’Conner, J. and McDermott, I. The Art of Systems Thinking. Essential Skills For Creativity and Problem Solving, Harper Collins,- London, 1997.

ИНДИВИДУАЛЬНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: КЛЮЧ К МОТИВАЦИИ СТУДЕНТОВ Шабдиз О.

PhD, Кафедра теории иностранной филологии
КазУМОиМЯ имени Абылай хана

Абстракт. В статье изложены различные аспекты индивидуального подхода в обучении иностранному языку, так как очень важно сосредоточиться на обучаемых как личностях. Существует несколько причин, по которым полезно поощрять учащихся, изучающих иностранные языки, к чтению. Исследования показывают, что, когда ученики много читают, они не только улучшают навыки чтения, но также обогащают словарный запас и учатся лучше понимать слова. Очевидно, что для изменения своего взгляда на обучение требуется гибкость, которой не каждый обладает. Индивидуальный подход в обучении не должен вести к обособленности. Важность взаимодействия с другими людьми и чувство безопасности, которые обеспечиваются групповой работой, должны стимулировать развитие гуманных, персонализированных уроков языка.

Автор приходит к выводу, что индивидуальный подход в обучении иностранному языку не всегда может быть единственным методом, особенно для огромной аудитории, но он может быть одним из важных факторов при работе в современных классах EFL с ограниченным числом учащихся.

Ключевые слова: преподавание, учащийся, иностранец, язык, личность

ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ ЖЕКЕ ӘДІС: СТУДЕНТТЕРДІ ЫНТАЛАНДЫРУДЫҢ КІЛТІ

Шабдиз О.

PhD, Шетел филология теориясы кафедрасы
Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан

Аңдатпа. Бұл мақалада шетел тілін оқытудағы жеке әдістің әртүрлі аспектілері қарастырылады, себебі студенттерге жеке тұлға ретінде ерекше назар аудару керек.

Шетел тілдерін оқытын студенттерді оқуға ынталандырудың пайдалы екеніне бірнеше себептері бар. Зерттеулер көрсеткендей, білім алушылар көп оқыған кезде олар оқу дағдыларын жетілдіріп қана қоймайды, сонымен қатар сөздік қорын жақсартады және сөздерді жақсы түсінуге үйренеді. Әлбетте, оқуға деген әдісті өзгерту үшін әркімнің икемділігі қажет емес. Шетел тілін оқытудағы жеке әдіс оқшаулануға жол бермеуі керек.

Басқа адамдармен өзара әрекеттесудің маңыздылығы және топтық жұмыс арқылы қамтамасыз етілген қауіпсіздік сезімі адамгершілік, тілдік сабақтардың дамуын ынталандыруы тиіс. Кейінірек автор шетел тілін оқытуда жеке әдіс үнемі дұрыс әдіс бола алмайды деген қорытындыға келеді, әсіресе үлкен аудитория үшін, бірақ бұл шектеулі студенттер саны бар қазіргі EFL сабақтарында жұмыс істегенде маңызды факторлардың бірі болуы мүмкін.

Тірек сөздер: оқыту, білім алушы, шетелдік, тіл, жеке тұлға.