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**II Spring International Scientific and Practical ONLINE
Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая
конференция «Инновационные подходы преподавания
языков: слияние теории и практики»**

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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Иновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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NJSC “The L.N. Gumilyov Eurasian National University”
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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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ENGLISH LANGUAGE LEARNING IN A MULTILINGUAL WORLD

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Аңдатпа

Бұл мақалада ағылшын тілінің әлемдегі негізгі лингва франкаға айналу процесі қарастырылып, оның үстемдігіне негіз болған тарихи, экономикалық және технологиялық факторлар талданады. Зерттеу Британ империясының рөлін және Екінші дүниежүзілік соғыстан кейінгі АҚШ-тың ықпалының артуын саралайды, сондай-ақ «лингвистикалық империализм» тұжырымдамасы мен «World Englishes» парадигмасына сыни тұрғыдан баға береді. Зерттеудің негізгі бөлігі Қазақстандағы 180 жас білім алушы арасында жүргізілген онлайн-сауалнамаға негізделген. Нәтижелер көрсеткендей, тіл үйренудің негізгі қозғаушы күші — академиялық жетістік (77,8%) және мансаптық өсу мүмкіндіктері (61,1%), соған қарамастан қатысушылардың көпшілігі бастапқы немесе орта деңгейде. Мақала ХХІ ғасырда ағылшын тілінің жаһандық басымдығы көптілділікті дамыту мен лингвистикалық әртүрлілікті сақтауға бағытталған саналы күш-жігерді талап ететінін тұжырымдайды.

Түйін сөздер: ағылшын тілі — лингва франка, жаһандану, тіл үйренуге деген мотивация, лингвистикалық империализм, World Englishes, цифрлық коммуникация, білім беру сауалнамасы, Қазақстан.

Abstract

This article explores the transformation of English into the world's primary lingua franca, examining the historical, economic, and technological factors underpinning its dominance. It analyzes the role of the British Empire and the post-WWII rise of the United States, while critically engaging with the concept of linguistic imperialism and the paradigm of World Englishes. A central component of the study is an online survey conducted among 180 young learners in Kazakhstan, which analyzes proficiency levels, learning motivations, and preferred study methods. The findings reveal that while academic advancement (77.8%) and career prospects (61.1%) are the primary drivers for language acquisition, most participants are at the elementary or intermediate stages of proficiency. The article concludes that in the 21st century, English functions not merely as a communication tool but as a critical instrument for international cooperation and professional growth, necessitating a

conscious effort to foster multilingualism.

Keywords: English as a lingua franca, globalization, language learning motivation, linguistic imperialism, World Englishes, digital communication, educational survey, Kazakhstan.

Аннотация

В статье исследуется трансформация английского языка в основной мировой лингва франка, а также анализируются исторические, экономические и технологические факторы, лежащие в основе его доминирования. Рассматривается роль Британской империи и послевоенный подъем США в контексте критического осмысления концепции лингвистического империализма и парадигмы «World Englishes». Ключевым компонентом исследования является онлайн-опрос 180 молодых респондентов из Казахстана, направленный на анализ их уровня владения языком, мотивации к обучению и предпочтительных методов образования. Результаты показывают, что, хотя академические успехи (77,8%) и карьерные перспективы (61,1%) являются основными стимулами, большинство участников находятся на элементарном или среднем уровнях владения. Автор делает вывод, что глобальное доминирование английского языка требует осознанных усилий по поддержанию многоязычия и лингвистического разнообразия.

Ключевые слова: английский язык как лингва франка, глобализация, мотивация к изучению языка, лингвистический империализм, World Englishes, цифровая коммуникация, образовательный опрос, Казахстан.

Introduction

In the modern world, the English language plays a crucial role in international communication. It is widely used in science, technology, business, education, and diplomacy. Millions of people across the globe learn English as a second or foreign language, positioning it as the principal medium of global interaction that connects people from diverse cultures and countries.

The relevance of this topic is heightened by the rapid processes of globalization and the growing need for effective international communication. However, the dominance of English also raises complex questions about linguistic diversity, cultural identity, and power dynamics in a multilingual world. This article aims to examine the multifaceted factors that contributed to the transformation of English into a global language. Its objectives are to analyze the historical background of its spread, the role of contemporary forces like digitalization, and the critical perspectives on its dominance, supplemented by empirical data on language learning motivations among young adults.

The Historical and Geopolitical Spread of English The Colonial Foundation and the British Empire

The global ascendancy of the English language was initially catalyzed by the massive territorial expansion of the **British Empire** between the 17th and 19th centuries. As British influence stretched across Asia, Africa, the Americas, and Oceania, English was systematically installed as the primary language of **administration, legislation, and formal education**.

In many colonies, mastery of English became a prerequisite for social mobility and political engagement, creating a linguistic framework that persisted long after decolonization. Furthermore, the **Industrial Revolution**, which originated in Britain, ensured that English became the indispensable language of engineering, maritime trade, and emerging scientific discourse during the 18th and 19th centuries.

The American Century and Global Hegemony

In the 20th and 21st centuries, the mantle of linguistic influence shifted toward the **United States**. Following the World Wars, the rise of the U.S. as a preeminent global superpower accelerated the adoption of English on an unprecedented scale. This was driven by several key factors:

- **Economic & Financial Power:** The dominance of Wall Street and the U.S. dollar made English the "lingua franca" of global finance.
- **Cultural Exportation:** The proliferation of Hollywood, American music, and mass media exported English into the homes of billions, making it the language of popular culture.
- **Technological Innovation:** The birth of the internet and the Silicon Valley tech boom meant that the digital world was built primarily in English.

Modern Linguistic Landscape: ESL and EFL

This historical trajectory has resulted in a complex global hierarchy of speakers. Today, English is no longer the "property" of its native speakers. It exists across three distinct spheres:

1. **Native Speakers:** Core communities in countries like the UK, USA, and Australia.
2. **English as a Second Language (ESL):** Used in post-colonial nations (like India or Nigeria) where English serves as a vital internal link-language.
3. **English as a Foreign Language (EFL):** Used in the "Expanding Circle" (like China, Brazil, or Kazakhstan) for international communication, diplomacy, and academia.

English in the Age of Globalization: A Critical Perspective

The dominance of English in global business, politics, and academia has been fueled by the economic and cultural influence of English-speaking countries. This has led to English being adopted as the primary language for international business and diplomacy, making proficiency a valuable skill for participation in the global economy.

However, this dominance is not without consequence. As Robert Phillipson (1992) argues in *Linguistic Imperialism*, the spread of English can be seen as a form

of linguistic hierarchy where dominant languages are promoted at the expense of others. This perspective highlights the risk of language shift and even language loss, as smaller, minority languages face pressure from a globally dominant English. The widespread use of English in popular culture, media, and the internet, while facilitating communication, can also contribute to the erosion of local languages and cultural identities. This dynamic is further exacerbated by the "digital divide," whereby those without English proficiency may face significant barriers to accessing information, global job markets, and advanced educational resources, potentially deepening existing social inequalities within countries like Kazakhstan.

Furthermore, the global spread of English has led to its localization. Scholars like Kachru (1985) and Jenkins (2009) have moved beyond a monolithic view of English, proposing models like the "Three Circles" (Inner, Outer, Expanding) and the study of "World Englishes." These frameworks recognize that English is not a single, homogenous entity but a diverse set of varieties (e.g., Indian English, Nigerian English, Singaporean English) that reflect the linguistic and cultural contexts of their speakers. In this view, English is a pluricentric language, shaped and reshaped by its global community of users.

The Digital Age: Technology, AI, and New Learning Landscapes

Science and technology have been critical drivers in the propagation of English. The printing press first enabled the widespread dissemination of written English. Today, satellite television (e.g., CNN, BBC) and the internet have made English-language content ubiquitous. Computer technology, with its English-dominated interfaces and programming languages, has further solidified its role.

However, the digital landscape of the 21st century is rapidly evolving. The internet remains dominated by English, making it essential for accessing global knowledge. Yet, new technologies are transforming how English is learned and used. Artificial Intelligence (AI) tools, such as ChatGPT and advanced machine translation (e.g., Google Translate), are lowering language barriers, allowing individuals to produce and consume content across languages with unprecedented ease. This raises new questions: does AI diminish the imperative to learn English, or does it create a higher-level need for nuanced, communicative competence that technology cannot fully replicate?

Moreover, digital platforms have revolutionized language education. Online learning environments, such as Zoom, Coursera, and Duolingo, have made English instruction more accessible than ever, allowing learners in Kazakhstan to connect with global educators and resources, fundamentally shifting the dynamics of language acquisition away from purely traditional classroom settings.

English in International Organizations and Business

English is the dominant language in nearly all international business contexts, from boardroom meetings to trade agreements. It serves as a standard medium of instruction in global universities and business schools. With more than 2 billion speakers worldwide, English often functions as a "bridge language," enabling

communication between people from diverse linguistic backgrounds. International trade agreements are frequently drafted in English to ensure clarity, reducing the risk of misunderstandings and streamlining global commerce. For multinational corporations (MNCs), English is the corporate language of choice, used to maintain cohesive communication across global operations, from internal documents to video conferences between employees in different countries.

Survey Results: English Language Learning Among Young Adults in Kazakhstan

To understand the practical dynamics of English language learning in a specific context, an online survey was conducted among young adults in Kazakhstan using Google Forms. This section outlines the methodology and presents the findings.

Methodology

The survey was administered online to 180 participants in Kazakhstan. The target demographic was young adults, primarily university students and recent graduates. The survey was distributed via social media and educational channels. It consisted of multiple-choice and multiple-selection questions designed to gather data on self-reported proficiency, learning duration, motivations, preferred learning sources, and media consumption habits. The data was collected and analyzed to identify trends and patterns within this specific learner population. While the sample size of 180 provides valuable insight into prevailing trends among this cohort, it is acknowledged as a limitation, as it may not be fully representative of the broader population of young adults across Kazakhstan.

Results

1. English Proficiency Level: The majority of respondents demonstrated beginner to intermediate proficiency. The most common levels were Elementary (27.8%) and Pre-Intermediate (27.8%). Intermediate level accounted for 22.2%, while Beginner made up 16.7%. Only 10 participants (5.6%) attained these two higher levels of proficiency. This indicates that over 80% of the participants are in the early to middle stages of their language learning journey.

2. Duration of Language Learning: Nearly half of the respondents (44.4%) have been learning English for less than one year. A further 27.8% have been studying for 1-3 years. In contrast, only 16.7% have been learning for over seven years. This suggests a significant portion of the participants are relatively new to systematic language learning, highlighting the importance of accessible and effective educational resources.

3. Purpose of Learning (Multiple Selections): The primary motivation for learning English was academic, with 77.8% of respondents citing education (school, university) as their main reason. This was closely followed by career prospects and travel, each accounting for 61.1%. Other motivations included communication with foreigners (33.3%) and understanding films or reading online information (11.1%).

The data underscores that practical, instrumental goals—academic and professional advancement—are the main drivers for learning English in this cohort.

4. Sources of Language Learning: Respondents reported learning English through various channels, showing a strong reliance on formal instruction. The most common sources were language courses (50%) and university (44.4%). School and internet resources (YouTube, websites) were each used by 38.9% of participants. Self-study using books was the least common method, with only 16.7% relying on it. This indicates a preference for structured learning environments over independent study.

5. Consumption of Media: The survey examined how often participants watched films and series in English. The results were varied, with 27.8% reporting they do not watch such content, and another 27.8% watching occasionally. While 22.2% watch frequently, and 22.2% watch rarely, the data shows that 72.2% of respondents do make some effort to engage with English-language media, though consistent viewing habits are not yet widespread.

Discussion of Survey Findings

The survey results depict a group of young learners whose primary motivations are academic and career-oriented. Their reliance on formal education and courses suggests a need for high-quality, structured instruction. The fact that a large proportion are in the early stages of learning and have been doing so for a relatively short time points to a critical window for educational intervention. These findings align with the global trends discussed earlier, where English is perceived as a tool for socio-economic mobility. However, they also highlight a gap between motivation and proficiency, suggesting that current learning methods may not be yielding advanced-level results for most learners.

Conclusion

The transformation of English into a global language is the result of a complex interplay of historical, political, economic, and technological factors. The expansion of the British Empire established its initial foothold, while the post-WWII influence of the United States cemented its global dominance. Globalization and the digital revolution have accelerated this process, making English the primary language of science, international business, and online communication.

However, a comprehensive understanding of this phenomenon requires a critical lens. The dominance of English, as highlighted by theories of linguistic imperialism, poses a real threat to linguistic diversity. Recognizing the paradigm of World Englishes is crucial for moving beyond a monolithic view of the language and appreciating its diverse, localized forms. The practical findings from our survey in Kazakhstan support these global trends by confirming that English proficiency is pursued for tangible academic and professional benefits. Yet, they also show that despite strong motivation, many learners are at the initial stages of their journey and rely heavily on formal education.

In conclusion, English has become not only a language of communication but also a key instrument of globalization and international cooperation. As technological progress and global integration develop, its role will likely continue to expand. However, in a truly multilingual world, promoting English proficiency must be balanced with a conscious effort to preserve linguistic diversity and foster respect for all languages. Therefore, while learning English remains an important step for individuals seeking global opportunities, it should be pursued within a framework that values and sustains multilingualism as a global asset.

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MYTHOPOETICS AND CULTURAL IDENTITY IN MODERN KAZAKH POETRY

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Abstract

Modern Kazakh poetry demonstrates a strong connection with mythological consciousness and national cultural traditions. Mythopoetics plays an important role in the artistic representation of collective memory, cultural symbols, and archetypal images. The purpose of this article is to analyze mythopoetic elements in modern