

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016»** атты  
XI Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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СБОРНИК МАТЕРИАЛОВ  
XI Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2016»**

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PROCEEDINGS  
of the XI International Scientific Conference  
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**«SCIENCE AND EDUCATION - 2016»**

2016 жыл 14 сәуір  
Астана

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**ӘӨЖ 001:37(063)**

**КБЖ 72:74**

**Ғ 96**

**Ғ96** «Ғылым және білім – 2016» атты студенттер мен жас ғалымдардың XI Халық. ғыл. конф. = XI Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2016» = The XI International Scientific Conference for students and young scholars «Science and education - 2016» . – Астана: [http://www.enu.kz/ru/nauka/ nauka-i-obrazovanie/](http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/), 2016. – .... б. (қазақша, орысша, ағылшынша).

**ISBN 978-9965-31-764-4**

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

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**ISBN 978-9965-31-764-4**

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ұлттық университеті, 2016

## THE INFLUENCE OF ENGLISH-ENGLISH DICTIONARIES ON THE LEARNER AUTONOMY

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*“Give a man a fish, and feed him for a day.  
Teach a man to fish and you will feed him forever.”  
Chinese proverb*

In the current society the long-life employability may be considered as a pivotal aspect of a successful person. That allows the person to stay valuable worker for a long time which is supplied with the appropriate level of finances. Hence you have to develop and improve your professional and additional skills and do not allow your interest gets down. Undoubtedly, this feature is based on such notion as long-life learning. It is relatively new concept, but its demand increases from day to day, due to the elevated tempo of modern life.

Thus, the crucial part in preparation of long-life learner takes the learner autonomy. According to the British Council BBC teaching English web-site: *autonomy means the ability to take control of one's own learning, independently or in collaboration with others*. So, the learner is autonomous when he/she is able to independently choose purposes and set goals of his/her learning, when she/he is able to choose methods and materials, to organize and carry out the chosen task and also when he/she is able to evaluate his/her work critically. Moreover, it is the most significant aspect for successful learner in any sphere. In relation with foreign languages this feature becomes even more valuable, owe to the perpetual alters in every language system, because missing something you may become not feasible to recognize anything after a while.

Diverse dictionaries were traditionally considered as the best assistants in this challenge. While working with them you acquire not only new vocabulary, but also develop autonomy competence which is extremely vital.

The process of choosing an appropriate dictionary for one's needs may be perceived as a very ambiguous, especially if you are a student of English as a Foreign Language (EFL) class. There are a number of diverse biases towards monolingual and bilingual, paper and on-line, learner and general dictionaries. Nowadays there is a plethora of these types, thus this process should be supplied with facilitating recommendations.

Thereby, the pros and cons of learner dictionaries and typical general-use dictionaries as well as their influence on the learner autonomy will be proposed in this article, and we hope that it can be quite useful for both students and teachers who are ready to become successful and succinct persons.

The first point we speculate upon is the depiction of learner dictionary. The main discrepancy from the general-use dictionaries is their supplement with additional data and tasks which have a priority for learners. According to the Nurmukhamedov: “Learner dictionaries (means English-English dictionaries) designed for ESL/EFL students offer information on a word's different meanings, the ways that certain words are used together, example sentences, explanatory notes, and many other features that are included with the learner in mind.” Due to the development of modern technologies such dictionaries have a plethora of diverse forms, for instance: hard-copy books, CD-ROM, online and even applications for smartphones, tablets and other mobile devices. Undoubtedly, that all applications available for the usage are emerged in later publications come with hard copy and the CD-ROM (after 2005).

In the range of features, available for modern applications can be posed such useful tools as:

- pronunciation guides (usually for both British and American language varieties)

- electronic writing tools (designed to improve learners' writing)
- quick find (clicking on a word in a text gives its definition)
- picture dictionaries (mostly in color)
- extra grammar and vocabulary exercises (to enhance learning)
- vocabulary notes (an electronic version of a vocabulary diary)
- wildcard functions (looking up words without knowing their exact spelling) (due to the Oxford official site)

All these features are called to become efficient assistants for turn the process of acquiring new vocabulary into the enjoyable one. Nonetheless they can do it only in case of their transition into the focus features. (McCarthy and O'Dell 2005)

The Table 1 illustrates five most popular and reliable dictionaries, available in all feasible forms. The general access is provided for all users, but as for some specific features, the existence of charge and its amount is vary among them.

*Table 1.*

1. Cambridge Learner's Dictionary (CLD) <a href="http://dictionary.cambridge.org/dictionary/learner-english">http://dictionary.cambridge.org/dictionary/learner-english</a>
2. Cambridge Advanced Learner's Dictionary (CALD) <a href="http://dictionary.cambridge.org/dictionary/british">http://dictionary.cambridge.org/dictionary/british</a>
3. Macmillan Dictionary (MD) <a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a>
4. Merriam-Webster Learner's Dictionary (MWLD) <a href="http://www.learnersdictionary.com">www.learnersdictionary.com</a>
5. Oxford Advanced Learner's Dictionary (OALD) <a href="http://www.oxfordadvancedlearnersdictionary.com">www.oxfordadvancedlearnersdictionary.com</a>

As for general-use dictionaries (like [dictionary.com](http://dictionary.com) or [www.merriam-webster.com](http://www.merriam-webster.com)) it is not arduous to perceive that they are mostly applied for the native speakers, for whom the details of word usage are considered as an artificial effect. Their structure is more simple and succinct and usually they do not have supplements which are employed to facilitate the process of acquiring the vocabulary. Moreover it is easily observed that general-use dictionaries recommended less level-appropriate useful tips about words, therefore they are less suitable for students of EFL classes.

In case to understand the discrepancy between learner and general-use dictionary U. Nurmukhamedov suggests a simple experiment for learners. The teacher just provides students with "eye-opening" task to define from three to five new words from both learner and general-use dictionaries. Thus, students can perceive the discrepancy themselves and thereby choose appropriate tutorial.

Each feature of the learner dictionary related to the learner autonomy. Such a competence is linked with dictionary work at all, not only with particular learner dictionaries. Dictionaries are the best developers of the autonomy due to their structure and mission to reveal unknown words without any external assistants. Further here we reveal aspects of learner dictionaries that may be useful for both teachers and students.

The first aspect is the word frequency that is crucial, especially in the modern communication world. It is undoubtedly that the learner should not spend the time speculating upon the words which are useless in everyday conversation. While the main competence remains the speaking one, it will be more prolific to concentrate the students' attention on the words with high frequency, which should be learned first of all. According to Nation (2001, 17), the first 1,000 of high-frequency words cover 84.3 percent of conversations, 75.6 percent of newspaper articles, and 73.5 percent of academic texts. This means that if a learner aware of these 1,000 words, then he is capable to recognize the overwhelming majority of everyday speech. Thus, learner dictionaries are capable to manage the denoting of word frequency. For instance: the OALD places a keyshaped



icon next to high-frequency words. In addition to the first and second 1,000-word frequency lists, the OALD indicates the words that are commonly used in academic texts (Coxhead 2006). According to the Nurmukhamedov “Reinforcing the importance of the high-frequency word lists makes English learning more efficient and strategic because learners know which words to learn first.” Thereby this fact impacts the learner selectivity which leads to the clear autonomy.

The second aspect is collocations which role is hardly can be overestimated. Moreover, this is one of the most ambiguous parts for L2 learners due to their misunderstanding of the rules for connection the words. Thus, the perfect dictionary should be supplied with examples of such collocations and also elicit why that or the other words can be connected with each other. It is also extremely crucial information because of mismatches in our cultures which usually impact the collocation of the language. The learner dictionaries listed in Table 1 indicate collocations in drop-down boxes and/or within the definitions of words. In contrast, most general-use dictionaries do not give collocation information (Zimmerman 2009). As for the development of learner autonomy in this case it is not so obvious, but it was proved above that every work with dictionary may be applied for this exact purpose.

The third pivotal aspect and also the advantage of learner dictionary over general-use one is the presence of authentic examples. These samples serve to “illustrate the use of words in context” (Coxhead and Byrd 2007, 138). The second feasible advantage of authentic examples may be considered in the number of encounters (Schmitt 2000) with reading examples with the word in context and thus, online learner dictionary helps students fully acquire that word. That means that if the number of times students read the different examples with the word will be high, the chances to acquire this word increases too. The authenticity of these samples is crucial too; this fact may guarantee the perfect level of usability for these words, while some non-native compilers may not feel all the tiny details of the language. From the point of learner autonomy the benefit of the authentic examples may be considered in the stimulation of students to seek for more examples.

The last but not least aspect of learner dictionaries is the way they present topical vocabulary - by indicating how the words relate semantically to different categories. For instance, in the CLD, students can see that the word vocabulary belongs to the two topical groups “Linguistics” and “Language.” Undoubtedly, that learner can merely utilize general-use dictionaries in which he can perceive only synonyms and semantic webs (Nurmukhamedov) but the pivotal feature of learner dictionary is that student has the opportunity to find a particular word in both general and specialized contexts. The presence of topical vocabulary can be an efficient tool for triggering students’ background knowledge which is utterly crucial due to the connection of this type of knowledge to the learner autonomy. While the student activates this he may perceive the lack of such information, thus it may motivate him to dilate his knowledge in case to become more confident during their learning process.

In conclusion there can be denoted that dictionary is undoubtedly one of the most effective tools to activate and maintain learner autonomy among students. Moreover, the most pivotal aspect here is to activate autonomy, because theoretically, after correct activation students become capable to maintain their autonomy themselves.

In the very beginning of learning process students perceive dictionaries only as a tool to explain the meaning of new vocabulary. In this article we made an overview of learner dictionary features which promote learner autonomy. Thus, the teacher’s main aim here is to clarify how versatile can be the work with dictionaries and also to supply students with appropriate tasks for each level.

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UDK 371.32:371.214.1

## **THE IMPORTANCE OF TEACHING STUDENTS AS GLOBAL THINKERS WITHIN THE IB PROGRAM**

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Throughout the past decades, concepts of language teaching have changed dramatically, so have ideas about the appropriate pedagogy. The constant need for good communication skills in English has created a huge demand for new approaches in English language teaching. As early grammar-translation based methods proved quite wrong, we gradually shifted to the communicative approach, which states that learning language are done successfully, provided learners are involved in real communication. In fact, communicative approach has proved its advantages more than once. However, influences today, such as the quest for democratization, rapid globalization and the move towards inclusion as a means of affirming cultural identities (pluralistic integration as opposed to assimilation) has resulted in a change in the way of thinking about languages. For the present time being, teachers are required not to focus solely on the language itself, but to pay more attention to its cultural aspects too, which may not be surprising as language and culture are intertwined to such an extent whereas one cannot survive without the other. In this sense, English language teachers should be aware of their roles as intercultural mediators, as a lingua franca of the 21<sup>st</sup> century is very often English. Nowadays, a good teacher should be able to help individuals and groups become responsible members of local, national and global community, as they are the ones who shape their views about the world.

The forces of globalization have changed the world radically, and this change has accelerated in recent years. It has brought enormous changes in every sphere of life and education is not an exception. The challenges in education which arose from inescapable globalization are more complex than ever. Modern schools need to educate for the future, as the world's challenges and opportunities become irresistible. We are subjected to growing interdependence and interconnectedness. That is why education that develops a student with intercultural understanding and respect must become the curriculum of the future. The International Baccalaureate (IB) program has offered a philosophy that proposes a solid foundation for education and a curriculum to tackle these challenges [1].

To date, the IBO is involved in 3067 schools in 139 countries, with a total of 876,000 students participating in its program. Certain themes from the IBO's mission statement differentiate it from most purely academic organizations. They are “peaceful world”, “intercultural understanding and respect” and “compassionate and lifelong learners”. They all reflect IBO's global commitment.

The IB aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. They believe their students will help to build a