

УДК 378.147:811.111

INTERACTION WITH NATIVE SPEAKERS IN LEARNING ENGLISH CAN UNCONSCIOUSLY ENHANCE SPEAKING SKILLS OF LEARNERS

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Introduction The world is a complex structure that consists of various languages that carry different cultures, habits, norms and principles. Each of those languages has rich history of development and formation, which was accompanied by many debates, fights for survival and many other issues. That is the reason why the representatives and native speaker put effort on the saving and spreading of the language. The field of science of linguistics which is called comparative linguistics claims that “every word has its own history” highlighting the importance of language origin. However, according to statistics on the total quantity of languages in the world, it has a growing tendency of extinctions of languages. F.R. Anderson (2012) states that today there are about 6099 languages registered spoken, from which about 2000 languages have less than 1000 native speakers. And this number follows decreasing tendency. This might be due to the fact that the languages are interconnecting with each other that leads to the extinction or may be just not relevant anymore. On the other hand, all of those factors lead to the creation of one common language. So the intention of this paper is to reveal that the collaboration, mixing and fusion of languages brings the society to the point where it has a potential to gain maximum effectiveness by establishing a common language, sharing the best side of cultures and increases the level of tolerance in the society.

Questionnaire with Open-Ended Questions

Mentality of culture	Individual approach
We will work-out our habits	Creative thinking
Culture of native speakers that will help us	Create a driving force to learn and interest in children
Natural speech	Intonation and pronunciation better
Thinking in the English language	We will try to describe using only the English language
ease of speech	Because native speaker have more experience.
Fluency, understanding the language	You feel the language, it can create authentic atmosphere of The English space
Good pronunciation	Because you cannot speak in your own language
Speaking, listening	I don't think so. I think that if native speaker teach us, we can improve our speaking and pronunciation. But teacher teaches grammar rather than the English skills. So they both have advantages and disadvantages.
Intonation and the wide range of vocabulary acquire metalinguistic awareness, which can then bring them closer to native speaker	Because they are native

Good pronunciation	Good vocabulary
Speaking, pronunciation	Mental and cultural exchange
Gain the ability to speak it like a native	it is more redundant
Undergo changes in fluency while they acquire second language skills	ability to imitate the English of a native speaker
Able to cope with the demands	educated native speaker will always be effective
The goal of pronunciation teaching has been to enable students to acquire an accent that is as close as possible to that of a native speaker.	Different intonation than ordinary declarative sentences
Compare their pronunciation with a native speaker	Access and understand a unique culture that is an eclectic mix
Need to stop mentally translating from your language to the English one. Any native speaker can help you	The best way to feel the real language is to communicate with a native speaker
Unique advantage in developing listening comprehension skills	Good accent

The effectiveness of the usage of Latinized alphabet for Kazakh people N.Nazarbayev (2017) demonstrates two main reasons. Firstly, the Kazakh Cyrillic alphabet has 4 letters that do not belong to Kazakh language. They are «Щ», «Ц», «Я», «Ч» (table 1). Secondly, adoption of Latinized alphabet will promote learning European languages, which are definitely the English, Spanish and French. Being a trilingual individual in Kazakhstan shows the capability for concurrency in the international arena.

«Щ»	«shch» or «sch»	shchoo-kah (jackfish)
«Ц»	«ts»	Lee-tsah (faces)
«Я»	«ya»	yakh-ta (yacht)
«Ч»	«ch»	meech-tah (dream)

Table 1: The table above reveals that they are used in non-Kazakh words, it also demonstrates the way of their pronunciation.

Three frequently suggested variants of a new Latin schedule for the Kazakh language.

First ones engage usage of apostrophes, i.e. diacritical marks. Apostrophes (' ') are added instead of the missing standard Latin letters. For instance, «F» turns into «g'». From our perspective, this is the most unpractical alphabet that can be chosen from the existing ones. Apostrophes visually separate the words and have adverse effects on the aesthetics of the text. From the technical perspective, the word with the apostrophe does not look as a whole word. Until the recent times, even Google was not able to explore Uzbek words – the search engine considered the apostrophe as a break.

It has been more than 20 years since the introduction of this alphabet. However, still a great number of the texts in Uzbekistan are in Cyrillic.

The second variant of highly suggested Latin alphabets is with the help of “digraphs”. A digraph is a group of two successive letters that represents a single sound or phoneme. In this case, the missing letters in the Latin alphabet are replaced by a combination of letters, usually two: «III» turns into «sh», «F» – «gh», «Ө» – «oe». As an example, we can look at the same Uzbek text (Picture 1) – they have applied digraphs to indicate some letters of the language. The advantages of this option are that we do not need to invent special computer layouts, rather to use a standard keyboard with Latin buttons. Disadvantages are that the volume of the text increases, but the speed of its dialing slows down, the convenience of perception decreases.

Finally, diacritics are various hook dashes that supplemented to the letters in order to reflect the missing sounds of the language. Accents and umlauts undoubtedly solve the problem of letters insufficiency in the alphabet. However, they create visual waste. Laconic text turns into a horned-caustic something.

Innovational approach to the newly adopted alphabet for Kazakhstan “Yanalif” – (“new alphabet”) was the first universal Latin alphabet used during the Soviet epoch for the Turkic languages in 1930s. *The shortage of letters in Yanalif was resolved by applying diacritics and inventing unique symbols that did not exist in Latin alphabet.*

Kazak Grammar adopted the letter “C” from Yanalif to replace the Cyrillic “Ш”.

	<i>Kazakh alphabet</i>	<i>Kazakh words in Latin script (Kazak Grammar)</i>	<i>Kazakh words in Cyrillic</i>
1	Aa	alac	алаш
2	Bb	buw	бу
3	Cc	cac	шаш
4	Dd	daw	дау
5	Ee	ec	еш
6	Gg	sogıw	соғу
7	Iı	ıyık	иық
8	Jj	jak	жақ
9	Kk	kırǵız	қырғыз
10	Ll	lak	лақ
11	Mm	mıy	ми
12	Nn	nuw	ну
13	Oo	okıw	оқу
14	Pp	pıcaк	пышақ
15	Rr	ruw	ру
16	Ss	sulı	сұлы
17	Tt	tuw	ту
18	Uu	ulı	ұлы
19	Ww	awla	аула
20	Yy	ay	ай
21	Zz	zerttew	зерттеу
22	Ää	än	ән
23	İi	in	ін
24	Öö	ön	өн
25	Üü	ün	үн
26	Ŋŋ	oń	оң

Conclusion Kazak Grammar suggested Kazakhstani government its variant of Latinized alphabet, which is being considered approximately 2 months. Their script is convenient to use, whether to write on papers or text on keyboards. By investigating the features of this Latin script, we came to the conclusion that this is the best writing system for Kazakhstani state language. We also showed the other three offered variants of Latinized schedule and their disadvantages. Conanov claimed that the Kazakh translation of “America” must be “Әmerik”. Kemeñger demonstrated that “top” must be translated as “ysit”. Ilminski investigated that the word «Уайым» is translated as «Уwайым» into Latin. Kazakh words cannot start with the letter W. Due to this tendency Kazakhstani people have to use U in front of W. For instance: Uwayım tübi teñiz. Thomas G. Winner “Problems of Alphabetic Reform among the Turkic Peoples of Soviet Central Asia”.

Literature

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