

KAZGUU LIBERAL ARTS DIGEST

VOLUME 03
MAY 2022



"KLAD" is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students' involvement into science and research.



INFORMATION ABOUT THE JOURNAL

“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.

«KLAD” 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

WHAT ARE THE EXPERIENCES OF INTERNATIONAL STUDENTS IN TERMS OF LINGUISTIC ADAPTATION	7
Kussainova Zarina	
HUMOUR IN SIMULTANEOUS INTERPRETING: A CASE OF EURASIAN MEDIA FORUM IN KAZAKHSTAN	14
Mukanbednyarova Madina	
TRANSLATION OF EMPHATIC CONSTRUCTIONS FROM ENGLISH INTO RUSSIAN: A COMPARATIVE ANALYSIS OF TRANSLATIONS OF JACK LONDON'S NOVEL MARTIN EDEN	25
Khamidullova Mergul	
STRATEGIC DOING: TEN SKILLS FOR AGILE LEADERSHIP	37
Abilkaiyr A.T.	
THE 360 DEGREE LEADER: DEVELOPING YOUR INFLUENCE FROM ANYWHERE IN THE ORGANIZATION BY JOHN MAXWELL	40
Amanzhol R. S., Nurakhmetova A. Zh.	
LEADERSHIP SECRETS OF THE WORLD'S MOST SUCCESSFUL CEOS" BY ERIC YAVERBAUM	43
Muratova Assylzhan	
SERVANT LEADERSHIP IN ACTION: HOW YOU CAN ACHIEVE GREAT RELATIONSHIP AND RESULTS	45
Gazizova Samal, Prmagambetova Diana	

START WITH WHY: HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION	48
Kudaibergenova R.S., Koigeldiyeva A.A.	
LEADERSHIP IS LANGUAGE: THE HIDDEN POWER OF WHAT YOU SAY - AND WHAT YOU DON'T" BY L. DAVID MARQUET	50
Kurbanova D.G.	
LEADERSHIP STRATEGY AND TACTICS: FIELD MANUAL BY JOCKO WILLINK	53
Serikov Alisher, Temirgali Bakytzhan, Yesbatyrova Zhuldyz	
LEADERSHIP AND SELF-DECEPTION. GETTING OUT OF THE BOX» BY AUTHORS OF ARBINGER INSTITUTE	56
Baltabay D.G	
YOUNG PEOPLE DON'T WORK BY CHOSEN SPECIALTy	61
GRADS UNEMPLOYMENT BY THEIR SPECIALITY	64
HOW TO PREVENT THE HIGH NUMBER OF SUICIDES AMONG YOUNG PEOPLE STRUGGLING WITH THE UNT EXAM FAILURE?	67
Kappassova Dinara	
FAKE NEWS CAUSING ISSUES ON DIFFERENT SOCIAL LEVELS	70
Makhsumova Arina	
Members of Editorial Board	73



PART 01

KAZGUU LIBERAL ARTS DIGEST

RESEARCH
PAPERS



WHAT ARE THE EXPERIENCES OF INTERNATIONAL STUDENTS IN TERMS OF LINGUISTIC ADAPTATION

KUSSAINOVA ZARINA

INTRODUCTION

The main thrust of the research of this linguistic study is to investigate language change and how a new place changes a person. How does the way of communicating change their liberation, or what does the new experience constrain them, and what does it lead to? The main problem of adaptation is a psychological barrier. Because a person has to get used to a new area, mentality, and most importantly, to be able to speak a foreign language. Due to, it may seem that because of the accent, a person will be misunderstood or internal fears that they will make a mistake in speech. Today, young people are keen on moving to the Czech Republic and the USA in search of a better life. But is this really the case? Many articles in the Russian-speaking Internet space are devoted to the pros and cons of moving abroad.

Emigrants actively blog on YouTube, Instagram, and TikTok, share their own impressions about the move, and warn about possible difficulties, which shows that this question has relevance and enjoys interest among the population. In addition to facts about everyday life, the bloggers share tips on how to prepare for the move and what you need to know to adapt smoothly to the new country. Of great importance are tips about language adaptation and overcoming the language barrier, which often prevents emigrants from communicating with the

local population. The ability to communicate in English or another language with native speakers is a complex competence without which, as the researchers point out, life is not possible (Gjersing, 2010).

The aim of the study was to find out the advantages and disadvantages of foreign life that our compatriots face when moving to another country. Subsidiary questions will help answer to main question:

- What are the challenges?
- How do they overcome the challenges?

The paper focuses on linguistic aspects in the daily life of immigrants and their further adaptation and overcoming the language barrier.

LITERATURE REVIEW

Language is part of a culture that changes over time and adopts features of other languages, thus the importance of adaptation. Often a person who has just moved to live in a new country is under a lot of stress. Several factors influence language and social adaptation: how well one speaks the foreign language, how one is accepted by different cultures and their mentality, and possible discrimination of one kind or another. Thus, a person is in conflict between familiar and new cultural norms. How long it takes to adapt to a new

environment depends on the individual. An important role in social adaptation is played by how one adapts to the language of the other country, especially if it is different from one's native language. Undoubtedly, scholars in their articles point out the main factors that make language adaptation difficult, and that will help foreign students to settle down in a new environment. These factors are ignorance of full information about the new culture, peculiarities and subtleties of translation, slang and other speech patterns.

By and large, social adaptation and language adaptation are directly related to how one behaves in the new place. For example, majority people will find it easy because they are more extroverted and open to new things, but if they are introverted, the opposite will be true (Nayir, 2021, p. 214). In the article «A Study on Turkish Cultural Adjustment of International Students Residing in Turkey», culture plays a role in language adjustment. Firstly, culture is the basis for comfortable adaptation, which itself consists of different components. This point has also been investigated by other researchers that language adaptation is closely related to cultural and psychological adaptation. And these components, in turn, have developed over the centuries (Eynullaeva, 2021, p. 156). On the contrary, not only foreigners adopt the culture and adapt, but also locals adopt the characteristics of foreign students, which further expands the boundaries of language (Nayyir, 2021, p. 215).

Many studies take into account cultural and psychological adaptations, which have a direct impact on language adaptation. The article also states that people who are trying to adapt experience culture shock, in the initial stages, of course, there is euphoria. Then there is the anxiety that signs are not familiar symbols and one has to get used to the language of native speakers. In particular, international students may encounter problems with language adaptation during their arrival. Culture shock refers to all the possible

issues a student faces when arriving in a new country. In other words, this idea describes how a person feels when they find themselves in a new country. In the new environment, a person experiences psychological challenges during adaptation (Eynullaeva, 2021, p. 159).

Similar stages of adaptation are observed in the article «The socio-linguistic adaptation of migrants: the case of Oralman students' studying in Kazakhstan» acceptance and knowledge of linguistic aspects of a foreign language is the foundation which will serve as the beginning of language abilities in a new country. Moreover, the study argues that this stage is one of the most challenging and significance. This paper proposes different techniques to help students cope with the intricacies of language in various contexts. Consequently, language adaptation become easier. In addition, thematic literature, especially what the student is passionate about, works well for the immigrant's speech (Valieva, 2019, p. 4). By adopting the culture, a person adapts the language. Moreover, their personality also changes. For example, a person speaks more polite words and thanks, as in Europe and the USA. This trait is the norm there, rather than in other countries.

Having looked through and analyzed all the articles, there was more research than quantitative. In general, we can say that by assimilating cultural values, language features of a country, immigrants overcome the language barrier and adapt in the new place. Moreover, the language barrier is an important part of the adaptation of students arriving in another country, it will be easier and easier for them to adapt by learning the culture and subtleties of another country. Furthermore, the above-mentioned factors show that support from the country where the student arrives is very necessary, as there is a psychological burden associated with living in a new area with a different language. Moreover, adopting the mentality of another country has a strong influence on a person's personality and can help in

language adaptation, as it will be easier to speak in the familiar manner of that country. Only overcoming all difficulties creates a good experience for new opportunities.

METHODOLOGY

PURPOSE

The purpose of this qualitative study is to explore the experiences of international students, and examine in detail the relocation from one country to another, and consequently the acceptance and adaptation in the linguistic field, overcoming barriers.

In addition to this, the following sub-questions will highlight key research tasks in the linguistics area:

- What are the challenges?
- How do they overcome the challenges?

The following few questions from the interview will assist answer the sub-questions, therefore they are will answer the main question of a study:

- Do household questions arise?
- How do you deal with them?
- Do you have difficulty understanding speech?
- Could you tell me about your emotional state during your adaptation?

RESEARCH DESIGN

Qualitative design is perfect suitable in this research issue, as it includes a large mechanism that by small pieces of information collects a large picture. Since this design has a complex approach and the problem is considered from different points of view. In addition, based on the analysis and exception to biases - gives a full understanding of the problem. To achieve a detailed understanding, the

phenomenal form of quantitative research is achieved through communication with people, who have experience of living abroad and linguistic and psychological adaptation. Moreover, their experience as the key to answering the main question (Silverman, 2013).

SAMPLING

In this section, we will talk about the participants. They were selected purposively, because of a specific type of my study, and sampling is convenient. Participants were selected according to the following criteria:

- The field of study is in the linguistic area, so participants should know at least 2 languages.
- Be in another country at the moment or be in your own country, however, have extensive experience of living and studying abroad.

In the field of education, I have met with a different people, including those who have experience with language adaptation in another country. Since these people fit the criteria they participated in interviews to share their experiences. All participants are 18 years old, and can participate in interviews without the permission of their parents.

Participants	Country	Language	
Jane	USA	English	
Kate	USA	English	
Oca	Czech Republic	English	and Czech with translator
Erik	Czech Republic	English	and Czech with translator

DATA COLLECTION

In order to collect all the necessary data, it was decided to use interviews. Because

in the process of the conversation to get more information on the topic. The type of interview constructed, and semi structured. Without no doubt, even if the interview takes a lot of time, it has the advantage of being able to ask follow-up questions during the conversation to get as much as possible for the research. Interviews were conducted online via messengers WhatsApp and Instagram, face to face interviews were not possible as the participants are abroad. The qualitative research interview is further described as “attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experience, to uncover their lived world” (Rubin & Rubin, 2012; Warren & Xavia Karner, 2015, p. 3).

DATA MANAGEMENT AND ETHICAL CONSIDERATIONS

Frequency backup copies in storage (Kaczmarek et al., 2003). Created a list of pseudonyms and interview information, and if it will be necessary to find out who is under a pseudonym, find it in another list, which will be stored separately. Names classified with special pseudonyms. Information only be held by the researcher and do not be available to others. Also, personal information removed from the analysis. Before being interviewed, an agreement was taken to participate in the research.

DATA ANALYSIS

An analysis involves a broad process, to begin with, to collect data and information and conducting interviews. Then transcribe this to work further, then code it to facilitate the retrieval of the data. Also, interview was coded.

LIMITATIONS

There were few people were interviewed, due to not all people agreed to participate. As the interviews were conducted via messengers, the participants answered the questions a little later. Participants answered

several questions by text message rather than by voice message.

FINDINGS

The study aimed to learn in detail about the experiences of international students, and what difficulties they encountered when they first arrived in the new location. In the context of this topic, attempts were made to learn about the experiences of Kazakhstani in another country in the academic field and further analyse the data to identify the challenges they faced. For example, problems caused by language barriers with local people, psychological aspects, and what strategies were used to overcome them. Indeed, as already mentioned in the literature review there were expected problems related to the type of personality, culture, stages, and language barriers. Participants in this study experienced the following challenges abroad: phycology, communication, and new learning experiences.

The first experience abroad turned out to be stressful for each participant, but it is interesting that everyone had a different duration, for example, those who went alone had a hard time adapting, however, there were also those who were getting well-used to their new surroundings. To adapt majority, go to classes is enough, 1 participant went to a speaking club and 2 participants attended themed events organized by the school. An interesting finding was that the group who went with friends or on academic mobility adapted in a week, as two participants stated.

«The emotional state changed very often in the other country because it was as if I was back in the 1st year at KAZGUU... but that lasted about a week or two and then it was back to normal « – Erik, and the same opinion has 1 participant Oca.

While one participant noted the opposite: “Stress affected everything, physical well-being, emotional state.... It’s the third month

now, but I'm still adjusting. I think it's just a little while longer" – Kate.

1 participant noted the stages that most of people go through during adaptation: "It's like a book - Euphoria + then adjustment + then culture shock + boredom at home + then acceptance and adjustment - This is for the first visit. I don't get used to it after that - I adapt and get used to it easily" – Jane (text message).

The participants all had problems communicating with foreigners, they seemed strange because they had different perceptions of humor and world views. In addition to this, in terms of age differences is also a feature of communication. Particularly, it was difficult to talk to teenagers and older people due to, for example, in the Czech Republic, older people would only speak Czech and refuse to speak English. In the same way of communication, in the case of teenagers, the use of slang and the unwillingness to explain and speak a little slower to make the foreigner understand. To solve the issue of communication, participants went to events, parties, and museum, in addition to classes.

"Peers are much less tolerant, consumes much more slang expression which at the time were not quite available to me, speaks much faster" – Jane.

"It's also hard to understand slang and jokes, which I often google so I can understand later" – Kate has the same opinion as Jane.

2 participants had no difficulties in their studies when they were in another country, as they had originally studied in English before the academic trip. Unlike, the other 2 participants experienced difficulties with the language barrier. This suggests that all people are individual and require different amounts of time to prepare and accept new culture. What they have in common, however, is that you can improve your English much faster when you are in an English-speaking area, as participants mentioned in interviews.

"The experience of living abroad and studying in an institution helped to solve this problem within about three months" – Jane.

As the interviews revealed, the main purpose of the visit is to study abroad or were sent on academic mobility for a semester. Many have taken to developing for themselves not only the system which is in place in Kazakhstan, but also to find out if it is better abroad. Many participants noted that training in the West is much more effective and efficient than in Kazakhstan.

DISCUSSION

The issue of international students in adaptation issues as well as their way of overcoming them has always been a hot topic of discussion.

The first problem in adapting was the psychological state of the participants. Also, these people had different lengths of time during adaptation to accept the new characteristics of another country. This was probably due to the number of people coming and their emotional state. Those who arrived in a group and in company found it easier to adjust to the new country than those who arrived alone in a foreign country. Regardless of the circumstances, they will still go through the adaptation process, but it will be much longer and more difficult than for those who arrived with a group. As analysis of the interviews has shown, this is also due to the fact that people with low social adaptation find it more difficult to get used to new living conditions and unfamiliar places. As reviewed article «a Study on Turkish Cultural Adjustment of International Students Residing in Turkey» in this paper found similar findings about connection between language adaptation and social adaptation (Eynullaeva, 2021).

The next problem faced by people arriving in another country is communication skills. Moreover, interacting with foreigners was not always being to understand, as every country has its own specifics in speech.

In the USA, for instance, there are specific slang expressions used daily by locals and newcomers who don't understand jokes and expressions of native speakers. The specificities of different countries have to also be taken into account. Another thing to consider is that there are many Hispanics in the U.S. who do not speak English well. Not all person who comes from Kazakhstan understands Spanish. For example, in one interview it was mentioned that although the participant speaks English well, there were many people at work who speak Spanish, but poorly in English. In the Czech Republic, it is also necessary to use an interpreter to understand Czech by English speakers, because many Czechs do not want to learn English or have a basic knowledge of the language. Participants attended events as well as participants in the study 'The socio-linguistic adaptation of migrants: the case of Oralman students' studying in Kazakhstan' also used strategies that helped them adapt. For example, going to themed events.

For the purpose of self-development participants of the academic mobility programme arrived in another country to acquire new knowledge through other methodologies that differ from the Kazakhstani model of teaching. As the interviewees pointed out, the teaching methods are different as they provide knowledge for understanding and in Kazakhstan for learning purely academic material. Also, those who have a high level of English in Kazakhstan can know more words accordingly and the level will be much higher. In the US, the emphasis is on how well you understand and can communicate. Another participant said that even at pre-intermediate level, English improved faster in 3 months than in Kazakhstan.

In conclusion, it can be said that despite all the difficulties experienced, the language barrier and psychological difficulties can be overcome and with time one gets used to the new environment

CONCLUSION

Linguistic adaptation is closely related to social adaptation and the process is gradual. As discussed earlier, a person goes through several stages during adaptation. However, it also depends on the individual how long it takes or how quickly it passes. It is important to note that the help of acquaintances plays a direct role in the adaptation process. This makes it easier for the students to cope with problems and if the person he or she knows has common topics, it is much easier to overcome the language barrier without the fear of making a mistake.

REFERENCES

- An, R., & Chiang, S. Y. (2015). International students' culture learning and cultural adaptation in China. *Journal of multilingual and multicultural development*, 36(7), 661-676.
- Ayten, B. K., & Ates, A. (2021). Problems Experienced in the Literacy Teaching Process by Foreign Students in the First Grade of Primary School. *International Journal of Educational Methodology*, 7(2), 319-334.
- Baklashova, T. A., & Kazakov, A. V. (2016). Challenges of International Students' Adjustment to a Higher Education Institution. *International Journal of Environmental and Science Education*, 11(8), 1821-1832.
- Eynullayeva, K., Gökalp, M., & Hatunoglu, B. Y. (2021). Investigation of the Turkish Cultural Adaptation of International Students Living in Turkey. *European Educational Researcher*, 4(2), 155-169.
- Gjersing, L. (2010, February 10). Cross-cultural adaptation of research instruments: language, setting, time and statistical considerations - *BMC Medical Research Methodology*. SpringerLink.
- Hsieh, J. K. T. (2020). An ethnography of Taiwanese international students' identity movements: habitus modification and

improvisation. *Journal of International Students*, 10(4), 836-852.

Kaczmarek, M., Jiang, T., & Pease, D. A. (2003). Beyond backup toward storage management. *IBM Journals & Magazine | IEEE Xplore*.

Kamalova, L. A., Umbetova, M. Z., & Putulyan, N. S. (2020). Technologies and practices of linguistic and sociocultural adaptation of foreign students during their studies at the university. *Contemporary Educational Technology*, 13(1), ep288.

Nayir, F., & Sarıdaş, G. (2021). The adaptation of newly arrived immigrant students to education: Evidence from Turkey. *Psycho-Educational Research Reviews*, 10(2), 213-229.

Rubin, H. J., & Rubin, I. S. (2007). *Qualitative Interviewing: The Art of Hearing Data*. London: Sage. Schechner, R. (2007). *Performance Studies: The Broad Spectrum Approach*. In H. Bial (Ed.), *The Performance Studies Reader*

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. Sage.

Suryani, I., Hizwari, S., & Islam, M. (2012). Using Weblog in Learning English and Encouraging Adaptation among International Students in Perlis.

Valieva, F., Sagimbayeva, J., Kurmanayeva, D., & Tazhitova, G. The socio-linguistic adaptation of migrants: the case of Oralman students' studying in Kazakhstan. *Educ. Sci.* 9, 164 (2019).