

## COGNITIVE LINGUA-CULTURAL METHODOLOGY AS A UNIVERSAL MODEL FOR TEACHING LANGUAGES IN MULTICULTURAL AREA

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**Abstract.** The multilingual education policy was federally mandated in the Republic of Kazakhstan. Multicultural education promotes equitable access and rigorous academic achievement for all students so that they can work toward social change. There is a growing tendency to pay more attention to the Kazakh language taking into account its governmental and social significance, Russian language is considered as a language of intercommunication and English one has the status of integration into global world economy and science. At the same time, the implementation of any language policy imposes a heavy burden on educational system. The purpose of the article is to prove that multilingual education is a universal matrix of dimensions, qualities, and approaches that encompass theories and practices of educational reform. On the basement of our cognitive linguacultural methodology, we presented four stages of intercultural communicative competence formation in teaching English, Kazakh and Russian languages. Each stage fulfills its own specific functions and the set of certain skills are formed on each stage, which is equipped by the most effective methods and techniques. Experiment showed that the usage of cognitive lingua-cultural methodology promoted the effective acquisition of three languages by students of linguistic university.

**Keywords:** multilingualism, cognitive lingua-cultural methodology, modern technologies, competency-based, communicative, person-centered, lingua-cultural, approaches.

### **Introduction**

Multilingual education and the manner in which it can be implemented for the benefit of all societies in the Republic of Kazakhstan, remains a topic of much concern. Perhaps the most serious problem is

that multilingual education is mainly designed for teaching “different” language user rather than for creating a population of multilinguals. Our students are the participants of the transitional multilingual educational program, which suggests

learning Kazakh language by Russian-speaking groups; learning Russian language by Kazakh-speaking students and learning English language by Kazakh and Russian-speaking audience. The implementation of such policy imposed a heavy burden on educational system. We argue that the modern approaches, methods and techniques should be realized in cognitive linguacultural methodology. The emergence of it as an independent scientific-pedagogical system has afforded the opportunity of presenting itself as a dynamically-developing research and teaching field and places a whole range of interconnected issues on the agenda of the day. As regards scientific theory and applied practice, every educational system rests upon a teaching method, which, traditionally, has been variously defined as a: science concerned with the aims, content, logical progression, means, techniques, methods and systems of pedagogy (Klimentenko, Miroljubov, 1981); branch of pedagogic science concerned with the logical progression of teaching in any academic subject (Kunanbaeva, 2010); and independent pedagogical science, having its own progression and research methods though also having characteristics in common with every other branch of science: a theoretical base, an experimental field to test various working hypotheses, an inherent and specific research field based on the nature of teaching objective (Kunanbaeva, 2013, p.14).

The above-mentioned definitions concerning the status and academic independence of the Method of Foreign Language Education are essential for understanding our own position regarding these theoretical and methodology issues. Whilst there is now a clear unanimity amongst academics that of Method of Foreign Language Education belongs to the general science of pedagogy, only a few are ready to acknowledge it as a fully self-contained and independent subject, with the majority considering it simply a branch of the general science of pedagogy. In the main, researchers are divided over the question of its parameters as an academic discipline as well the number of components within its theoretical and applied structure. The obvious technological and applied nature of the Method of Foreign Language Education (MFLE) allows researchers to combine its functional characteristics as an academic discipline with its basic scientific categories. Conversely, this also explains its far lesser acknowledgement and recognition as an independent branch of science possessing all the characteristic and requirements of a separate scientific identity and constituting a self-contained science which studies the processes by which MFLE are learnt and mastered and formulates scientific technologies for the most effective study.

### **The identification of the approaches**

Several approaches will help us to see how far they influence the final stage of

learning process. Communicative approach starts from a theory of language as communication and originated as a result of change in the British language teaching tradition dating from the late 1960s. The desirable goal here is a communicative competence that presupposes correct and adequate use of linguistic system. Thus, learning occurs through interaction between students and teacher. The range of exercises and activities compatible with a communicative approach is unlimited. Exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. A variety of games, role-plays, simulations, and task-based activities have been prepared to support classes. Many proponents of communicative language teaching have advocated the use of "authentic" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources (Everston, 2006).

The functional analysis of the communicative approach identifies the models of communication. Jakobson's model occupies an intermediary position between the linguistic, pragmatic and socio-psychological approaches to modeling communication. The complex nature of this model is based on the six-component scheme

of communication. According to Jakobson, the six components fulfill six communicative functions: the emotive (addresser), referential and poetic (context, message), phatic and metalingual (contact, code) and conative (addressee) (Jakobson, 1960). Lotman's psychological-culturological model postulates that an essential requirement for the generation of new knowledge during communication is the presence of dissimilar codes since if both sides possess the same information then there is no exchange of information and thus, by definition, no communication actually takes place) (Lotman, 2000).

Competency based education stipulates the successful functioning in the real world of work. Competency-Based Language Teaching approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults. Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity.

The main reason, supporting the importance of lingua-cultural approach is that language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture and communication are inseparable because culture not only dictates

who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. This approach will help students to understand the fact that all people exhibit culturally conditioned behaviors and social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave. It will help to increase their awareness of the cultural connotations of words and phrases in the target language, to develop the necessary skills to locate and organize information about the target culture. Finally, it stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people. At any rate, the foreign language classroom should become a 'cultural island', where the accent will be on 'cultural experience' rather than 'cultural awareness'. From the first day, teachers are expected to bring in the class posters, pictures, maps, and other realia in order to help students develop 'a mental image' of the target culture (Peck). Another insightful activity is to divide the class into groups of three or four and have them draw up a list of those characteristics and traits that supposedly distinguish the home and target cultures.

The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. The psychologist Carl Rogers (1902 - 1987), who proposed new humanistic ideas for counseling, developed the person-centered approach (Rogers, Lyon, Tausch, 2013). Person-centered education, with a counseling-originated model, embraces a constructivist learner-centered model. Learner-centered model aims to make teachers more sensible to their learners' need as the students undertake a more participatory and a more active role in language learning. The attention switches from teaching language form to teaching function in accordance with the learners' needs. Hence, the individuality of every learner, their learning styles, and multiple intelligences begin to be acknowledged by the educators. Likewise, the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and active organizer. Although in the learner-centered approach responsibility of the learning is on the shoulders of the learners. Learning in learner-centered model is a non-linear, recursive, continuous, complex, relational, and natural, which is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can

learn with and from each other in safe and trusting learning environments.

### **Discussion and findings**

Having analyzed some of the most popular approaches, we concluded that a single approach, even a very effective one, could not satisfy the multifaceted demands of modern society. In other words, we can speak of integrated character of the above-mentioned approaches, which satisfies the set of multiple demands of today's society and makes a qualified language teaching available.

Cognitive lingua-cultural methodology organizes the learning process on the basement of intercultural communicative competence formation. It is described in terms of elements that break down the above-mentioned competency into smaller components; criteria that specify the minimal performance required to achieve a competency; examples of texts and assessment tasks that relate to the competency. We suggested the set of the sub competences for those who acquire three languages in our republic: cognitive-communicative sub competence provides acquisition of language means and rules with the purpose to create linguistically correct utterances in oral and written forms of intercultural communication. Speech-communicative sub competence provides the formation of the ability and readiness to realize communicative intention in different situations of oral and written communication

on the basement of listening, speaking, reading and writing. Linguo-cultural sub competence reflects the correlation of culture and language in the process of communication. It provides linguo-culturally adequate communication with the representatives of other society inserting the foundation of the secondary conceptualization of the world. Socio-cultural sub competence is understood here as an ability to reflect environment by means of a language; to form the background of a foreign picture of the world taking into consideration the position of the native speakers; to generate secondary cognition; conceptual sub competence and reflective one.

Our cognitive linguacultural methodology presents four stages of above mentioned sub competences formation in teaching three languages. Each stage fulfills its own specific functions and the set of certain skills are formed on each stage, which is equipped by the most effective methods and techniques. Moreover, each stage must be equipped with particular means of teaching with the help of various visual Internet resources that teacher can use during the lesson. There should be mentioned that visualization plays a very important role in what we call cognitive learning. In addition, it can give the learners a chance to perceive necessary material and interpret the meaning of the conveying message expressing their own creativity and individuality.

The first two stages of methodology (perceiving basic notions and accumulating relevant data) are equipped with thematic units, which are presented in the form of text to read or track to listen to. However, teacher can vary an organization of data perception with the help of video. The advantages of using videos on the first two stages are the following: it is more action-packed and eventful than any reading or listening, so it helps to keep your students attentive; the most important fragments of information that need to be memorized are usually accompanied by voice shades and different facial expressions, which facilitates the process of memorizing necessary material. The third stage is a stage of quasi-communication. It is characterized by implementing images, videos and speech paradigms. Quasi-communication stage presupposes the modeling of typical communicative situations. In other words, students are being prepared to free, spontaneous communication by role-playing typical communicative acts with the help of speech clichés. During this stage, students train both monologue and dialogue speech; the communicative tasks are conveyed by means of images and video tracks. Students are offered to watch the video and afterwards, teacher provides them with a set of communicative tasks to fulfill. To provide an example, we have chosen the video track that shows students the procedure of E-tandem method of learning language. After

the track is shown, the students are offered the following tasks: express your opinion about advantages and disadvantages of E-tandem language learning; discuss with the partner the specificities of organizing E-tandem learning and share opinions about the ways partners can overcome learning difficulties despite they are not language teachers; write an essay discussing advantages and disadvantages of oral (telephone, video conferencing, etc.) and written (e-mail, letters, instant messaging, etc.) E-tandem. Speech paradigms can be used on the third quasi-communication stage. Speech paradigms can be defined as handouts that provide learners with necessary speech clichés that help them to sound natural and be aware of native speakers' norms of starting/continuing/concluding their speech in different situations. In other words, they can be defined as linking words and phrases that are grouped for usage in a particular case (discussion, argument, etc.) and presented in a compact form so as to be a constant helper for a learner till he/she memorizes it well. The third stage of quasi-communication prepares students for the next stage of free communication where they should be able to participate in a free spontaneous discussion, debate, etc.

On the stage of free communication the case study could be implemented.

The term 'case study' covers a wide range of problems posed for analysis, but most types include several key elements.

Most cases are based on real or constructed events, which could reasonably take place. They tell a story, one involving issues or conflicts needed to be resolved—though most case studies do not have one obvious or clear solution. The information contained in a case study might be complex (including charts, graphs, and relevant historical background materials) or simple - a human story that illustrates a difficult situation requiring a decision (Active learning, 2016).

Case studies are involving real characters in actual situations. A good case presents an interest-provoking issue and promotes empathy with the central characters. Case studies usually generate animated class discussion, especially if students feel that the case will serve as a basis for wide-ranging exploration. Instructors can emphasize that the analysis will be a group project, and that no one will be criticized for raising naive questions or uncertainties. The group must recognize the significance of cooperation in working toward the goal of making sense of the problem, and that everyone is required to actively work together on the analysis. Without a clear sense that they are free to experiment with hypotheses, students will tend to remain silent until they feel that the ‘right’ answer has been identified. With case-based teaching, students develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios (Tstrategies, 2016). The case

method is a student-centered, highly interactive pedagogy that changes the classroom process. The case study illustrates a number of features that permits us to treat it as the most effective technology that should be used as a key for teaching Kazakh language in Russian-speaking groups: it is based on real events (or describes events that can really take place); it contains implicit information that needs to be investigated; it presupposes to have an open-ended solution (or several ones); it develops collaborative skill; it lets students express their creativity.

Problem-based learning can also be used on the stage of free communication. It consists of carefully designed problems that challenge students to use problem solving techniques, self-directed learning strategies, team participation skills, and disciplinary knowledge. In problem-based learning (PBL) courses, students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. These problems also help to maintain student interest in course material because students realize that they are learning the skills needed to be successful in the field. PBL is characterized as a student-centered approach, teachers as “facilitators rather than disseminators” and open-ended problems serve as the initial stimulus and framework for learning. Instructors also hope to develop students’ intrinsic interest in the subject matter,

emphasize learning as opposed to recall, promote group work, and help students become self-directed learners. The students are given the freedom to study those topics that interest them the most and to determine how they want to study them. Students should identify their learning needs, help plan classes, lead class discussions, and assess their own work and their classmates' work.

Students develop a deeper awareness and ownership of important concepts in the course by working on activities, a basic tenet of the constructive approach to learning. That is, students must learn to be conscious of what information they already know about the problem, what information they need to know to solve the problem and the strategies to use to solve the problem. It helps students to become more effective problem-solvers and self-directed learners. However, many students are not capable of this sort of thinking on their own. For this reason, the instructor must become a tutor or "cognitive coach" who models inquiry strategies, guides exploration, and helps students to clarify and pursue their research questions. The instructor plays a critical role in helping students to become self-directed learners and must create a classroom environment in which students receive systematic instruction in conceptual, strategic, and reflective reasoning in the context of a discipline that will ultimately make them more successful in later investigations.

The first class meetings in a PBL course include brainstorming sessions in which issues central to the course are identified. Alternatively, the instructor can create an extensive list of topics and ask students to focus on those topics that seem most interesting. Based on student input about course topics, the instructor develops ill-structured problems. Students then work on the problems in groups of three to eight, depending on the number of students in the course. The instructor must ensure that all students are involved in problem-solving process and must familiarize students with the resources needed (e.g., library references, databases), as well as identify common difficulties or misconceptions. Upon completing the research or inquiry phase of problem solving, groups may be required to write a report and present it to the rest of the class.

### **Methods of Research**

Experimental verification of the proposed model has been conducted based on Kazakh Ablai Khan University of International Relations and World Languages in natural learning environment of the university in accordance with the schedule have been given. We have selected two groups (experimental and control). Each group had Kazakh and Russian – speaking students who acquired English language. During the planning stage of the experimental work, we have differentiated variable and non-variable dimensions. The



model proposed by us and constructed with the use of innovative communication technologies was a variable dimension in the experimental work. The students of the control group had the traditional classes of English language while the students of experimental groups had classes based on presented methodology. A system of tasks developed by us, the amount of hours were the non-variable dimensions. In experimental groups, the learning course and content were formed in accordance with the model proposed by us, which was presented by four stages and set of exercises. At the final stage, the students had to present an independent research project. The work was carried out in mini-groups of 3-5 people where each group was engaged in implementation of the idea that had been suggested by previous tasks. The project work was realized with the help of few stages, which included the stage of planning where the discussion of the topic in mini-groups took place in order to determine the direction of the research work. The organizational stage of the project work determined the periods for the project implementation and each of its section, methods of the research work; allocation of the responsibilities among the students within mini-groups. During the analytical stage, the students realized the independent research activity of the topic using different data collection: work with special literature, the Internet, students' personal experience, consultation with experts, observation,

questioning, interview and mass media analysis. At this stage, the analysis of the information received has been conducted. Each student created a blog of his topic, which served as his personal diary. During the work under the project, each student kept his blog for the analysis of the work and presentation of the interesting facts he found discussing the problem with interested users. Next stage is a stage of information consolidation. The students used their wiki page as a kind of "canvas" for a collective work, where each of them posted necessary information, corrected and explained the information already added. The result of this work is a collective article on the topic of the project available on the Internet and at the same time representing the content of the project. At this stage, the students were able to apply their creative skills to select the most optimal method of presentation, which could have different formats: screen, brochure, video. After the experimental work, a post-experimental diagnostics of the level of intercultural communicative competence formation was carried out in experimental and control groups. The results of the post-experimental diagnostics were based on the mathematical data processing. The dynamics of intercultural communicative competence formation in experimental and control groups was notably different. The students from experimental groups have demonstrated the improvement of all testing parameters, while the students from control

groups have not demonstrated significant improvement of the tested skills.

Picture 1- The post-experimental results (experimental group EG and control group CG)

1 - Cognitive-communicative sub competence;

2 - Speech – communicative sub competence;

3 - Lingua-cultural sub competence

4 - Socio-cultural competence;

5 - Conceptual sub competence;

6 - Reflective sub competence

### **Conclusion**

The implementation of multilingual policy in our republic imposes a heavy burden on educational system. By means of this article, we tried to prove that cognitive lingua-cultural methodology could be the universal model of teaching English, Kazakh and Russian languages. The set of approaches (competency-based, communicative, lingua-cultural and person

centered) proclaimed an integrated philosophy of cognitive lingua-cultural methodology and represented a strict hierarchy. Cognitive lingua-cultural methodology organizes the learning process on the basement of intercultural communicative competence formation. It was described in terms of elements that broke down the above-mentioned competency into smaller sub competences: cognitive-

communicative sub competence, which provided the acquisition of language means and rules with the purpose to create linguistically correct utterances in oral and written forms of intercultural communication. Speech-communicative sub competence, which implied the ability and readiness to realize communicative intention in different situations of oral and written communication on the basement of listening, speaking, reading and writing. Lingua-cultural sub competence, which reflected the correlation of culture and language in the process of communication. Socio-cultural sub competence was understood here as an ability to reflect environment by means of a language; to form the background of a foreign picture of the world taking into consideration the position of the native speakers; to generate secondary cognition; conceptual sub competence and reflective one. Then we presented four stages of intercultural communicative competence formation. Each stage fulfills its own specific functions and the set of certain skills are formed on each stage, which is equipped by the most effective methods and techniques. Experiment showed that the usage of

cognitive lingua-cultural methodology promoted the effective acquisition of three languages by students of linguistic university. The course of the experimental work proved that organization of training aimed at intercultural communicative competence formation on the basement of cognitive lingua-cultural methodology facilitate the motivation of the students to acquire three languages. It shows the universal character of the cognitive lingua-cultural methodology on the basement of which there is a possibility to acquire three languages in our republic. To conclude, it should be said that cognitive lingua-cultural methodology, being a general guideline for teacher, provides a set of principles to follow in the particular class. However, the realization of the principles depends on teacher's intention. We presented our methodology and showed how the teacher can expand the guideline model of teaching process with the help of innovative methods and techniques. Therefore, following the guidelines of general model, the teacher should stay creative modifying the already set model of teaching with his own innovations and personal research.

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