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**THE POSSIBILITIES OF A TEACHING INTERNSHIP IN DEVELOPING ENGLISH
LANGUAGE TEACHING SKILLS**

АНГЛИС ТИЛИН ОКУТУУ ЖӨНДӨМДӨРҮН ӨНҮКТҮРҮҮ БОЮНЧА
ПЕДАГОГИКАЛЫК ИНТЕРНИЯНЫН МҮМКҮНЧҮЛӨРҮ

ВОЗМОЖНОСТИ ПЕДАГОГИЧЕСКОЙ СТАЖИРОВКИ В РАЗВИТИИ НАВЫКОВ
ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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THE POSSIBILITIES OF A TEACHING INTERNSHIP IN DEVELOPING ENGLISH LANGUAGE TEACHING SKILLS

Abstract

This study is based on theoretical and practical aspects of an abroad internship and presents a qualitative (to observe scholars' views on different university activities; informally interview scholars; open-ended questions about scholars' adjustment experiences and social support from the host university) investigation. This study aims to explore the problems and challenges of an internship abroad and identify opportunities for learning at a host university. This investigation considers interpersonal challenges as academic issues (learning the university style, requirements, schedule, and structure); language (communication with native speakers in different social places and academic communities); and culture (living style, housing, expenses). This paper examines the experience of 11 scholars from different universities in Kazakhstan. The research was conducted through an online survey instrument Google Forms because it is commonly used in academic research in all Kazakhstan universities. There are 20 closed-ended questions with "yes", "no" or other short reply to responses about their experiences during the internship.

Keywords: academic study, culture, English, internship, language, scholars.

АНГЛИС ТИЛИН ОКУТУУ ЖӨНДӨМДӨРҮН ӨНҮКТҮРҮҮ БОЮНЧА ПЕДАГОГИКАЛЫК ИНТЕРНИЯНЫН МҮМКҮНЧҮЛӨРҮ

Аннотация

Бул изилдөө чет өлкөдө стажировкадан өтүүнүн теориялык жана практикалык аспектилерине негизделген жана сапаттуу (университеттин ар кандай иш-чаралары боюнча окумуштуулардын көз карашын байкоо үчүн; окумуштуулардан расмий эмес интервью алуу; окумуштуулардын ыңгайлаштыруу тажрыйбасы жана кабыл алуучу университеттин социалдык колдоосу жөнүндө ачык суроолор) изилдөөнү сунуштайт. Бул изилдөө чет өлкөдө стажировкадагы көйгөйлөрдү жана кыйынчылыктарды изилдөөгө жана кабыл алуучу университетте окуу мүмкүнчүлүктөрүн аныктоого багытталган. Бул иликтөө академиялык маселер (университеттин стилин, талаптарын, тартибин жана түзүмүн үйрөнүү) адамдар аралык кыйынчылыктарды карайт; тил (ар кандай социалдык жерлерде жана академиялык жамааттарда эне тилинде сүйлөгөндөр менен баарлашуу); жана маданият (турмуш стили, турак-жай, чыгашалар). Бул макалада Казакстандын ар кайсы университеттеринен келген 11 окумуштуунун тажрыйбасы каралат. Изилдөө Google Forms онлайн сурамжылоо аспабы аркылуу жүргүзүлдү, анткени ал Казакстандын баардык университеттеринде академиялык изилдөөдө кеңири колдонулат. Тажрыйба учурундагы тажрыйбалары тууралуу жоопторго "ооба", "жок" же башка кыска жооптору бар 20 жабык суроолор бар.

Ачык сөздөр: академиялык изилдөө, маданияты, англис тили, стажировка, тил, окумуштуулар.

ВОЗМОЖНОСТИ ПЕДАГОГИЧЕСКОЙ СТАЖИРОВКИ В РАЗВИТИИ НАВЫКОВ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

Данное исследование основано на теоретических и практических аспектах зарубежной стажировки и представляет собой качественное (наблюдение за взглядами ученых на различные виды деятельности университета; неформальное интервью с учеными; открытые вопросы об опыте адаптации ученых и социальной поддержке со стороны принимающего университета) исследование. Цель данного исследования - изучить проблемы и трудности стажировки за рубежом и определить возможности обучения в принимающем университете. В данном исследовании рассматриваются академические (изучение стиля, требований, расписания и структуры университета); языковые (общение с носителями языка в разных социальных местах и академических сообществах); культурные (стиль жизни, жилье, расходы) проблемы. Исследование проведено по итогам педагогической стажировки в университете Миннесоты, в котором участвовали 11 стипендиатов из разных университетов Казахстана. Исследование проводилось с помощью онлайн-опросника Google Forms, поскольку он широко используется в академических исследованиях во всех казахстанских университетах. В нем 20 вопросов закрытого типа с ответами "да", "нет" или другими короткими ответами о своем опыте во время стажировки.

Ключевые слова: академическое обучение, культура, английский, язык, ученые, стажировка.

Introduction

Teaching and learning English in English-speaking countries has a beneficial effect for scholars. The President of the Republic of Kazakhstan K. Tokayev entrusted the Ministry of Education and Science to provide an annual internship to 500 scientists allowing them to take part in an international scholarly exchange at learning research institutions around the world (Токаев, 2020). The Joint-stock Company “Center for International Programs” was determined as an operator responsible for the program. 207 higher educational institutions from 27 countries in the top 250 positions of two or more academic rankings QS World University Rankings, Academic Ranking of World Universities, Times Higher Education have been included in the list of Recommended Foreign Higher Educational Institutions to participate in the “Bolashak” (“future” in Kazakh) program for 2021-2023. Currently, 500 Kazakhstani scholars are studying business, management, engineering, education, linguistics, and medical sciences abroad with the majority in the USA followed by the UK, Canada, Germany, Japan, China, and Korea. These scholars received financial support from the Government of the Republic of Kazakhstan with the majority of the Bolashak scholarship holders (Ministry of Education and Science, 2021). The Bolashak scholarship program aims to invest in human capital development and ensure that this investment creates a long-lasting impact on the development of the Republic of Kazakhstan.

The Bolashak Program was established in 1993 by the President of the Republic of Kazakhstan. It was awarded only for masters, PhD programs, and research internships. Governmental regulations establish selection procedures. The selection criteria are competitive, as the scholarship is awarded to only the best students and scholars. The project “500 scholars” within the Bolashak program requires to demonstrate advanced proficiency in Kazakh (KazTest), Psychological or SHL test, English Proficiency Test, or Oral Proficiency Interview (OPI), an oral interview of applicants with experts in the field of research. The Republican Commission accepts the final decision according to the results of all tests and interviews.

KazTest is a national Kazakhstan system for assessing the level of Kazakh language proficiency following principles and requirements of international systems such as TOEFL, IELTS, etc. This test assesses the Kazakh language knowledge of the nationals of Kazakhstan and international students who wish to study in higher schools in Kazakhstan. It includes 4 blocks: listening (dialogues, monologues, and 30 content items); vocabulary-grammatical structure (70 items to determine the use of grammar, and vocabulary); reading (50 texts of different content and style); and writing (from 2 to 4 essays). The psychological or SHL test is a recruitment test to check and analyze the diagrammatic, numerical, and verbal reasoning of prospective applicants. The main point of this test is to put candidates under pressurized time constraints and then get a quantifiable way to judge their skills. Proficiency in English language speaking and writing skills are vital to scholars’ academic performance. English proficiency plays a crucial role in completing studies in an English-speaking learning environment (Li, 2010). English language proficiency is important not only for academic purposes but also for social adjustment (Andrade, 2006). Kuo (2011) identifies listening comprehension and oral proficiency as major language barriers to international students. Students require praxis and informed action that is developed through training and constant interaction. Oral proficiency interview assesses the ability of applicants to use English effectively and appreciatively in real-life situations (introduction, warm-up, interview). Interview of applicants with the experts in the field of research requires knowledge of the Law of the Republic of Kazakhstan and the latest news about your field of research, presentation of your program, and plan.

“500 Scholars” Bolashak Program is a wonderful opportunity for scientists to pass a short-term internship in another country to develop their cultural, scientific, and educational competencies as well. Moreover, it is an experience for socializing and tackling real-world challenges. Internships in foreign countries give a chance to live and work side-by-side with experts of the host country, and to get to know values, customs, and other worldviews. Stronkhost (2005) notes that internships abroad produce better learning outcomes in terms of foreign language skills, cultural empathy, self-efficacy, and intercultural competencies.

This study aims to explore the problems and challenges of an internship abroad and identify the advantages of learning at a host university. This study is based on theoretical and practical aspects of an abroad internship and presents qualitative (to observe scholars’ views on different university activities; informally interview scholars; open-ended questions about scholars’ adjustment experiences and social support from the host university) investigation on the following questions:

RQ1 – What challenges did Bolashak scholars face during their internship abroad at a large research institution in the US??

RQ2 – What advantages did these scholars get from their internship?

Literature review

The USA is one the oldest destinations to study for students and scholars from throughout the world. It has started to welcome international students since 1954 (Hammer, 1992). To adjust and struggle with the challenges there are international student advising offices (ISAO) to help to adapt to an unfamiliar environment. Hammer describes the role of these offices and presents the main challenges that international students face upon arriving and during their stays: academic issues, language, economic, housing difficulties, difficulties with health and recreation, etc. ISAO is a core center to solve these problems and monitor the needs of international students during their study on campus or in universities.

If Hammer writes about the educational and cultural problems of international students, Sandhu (1994) discovers psychological problems (personal depression, homesickness, loneliness). Sandhu writes that all these problems closely connect with the psychological conditions of human beings. He categorized these conditions as twofold: intrapersonal (sense of loss of your friends and family, inferiority, and uncertainty) and interpersonal (language and social skills, education, and making friends). Moreover, in his study, Sandhu finds out the major factors of this psychological condition of international students based on a psychological scale. This scale compares the experiences of acculturative stress of foreign students to assess the efficiency of counseling strategies. Despite the problems, Tonkar (2000) writes about opportunities to gain internship experience, exposure to international business operations, and sufficient time in the country to experience the acculturation process. He emphasizes the benefits of internships for host and home universities. One of the benefits is the changes in students’ minds, personal growth, interaction with universities, intimate knowledge of self, subsidized travel and research, internationalizing the campus, public relations, etc. Vandever (2006) supports that internships change students’ minds, and develop critical, organizational, and communication skills. During the internship, students attend university activities and develop contacts with other students and teachers.

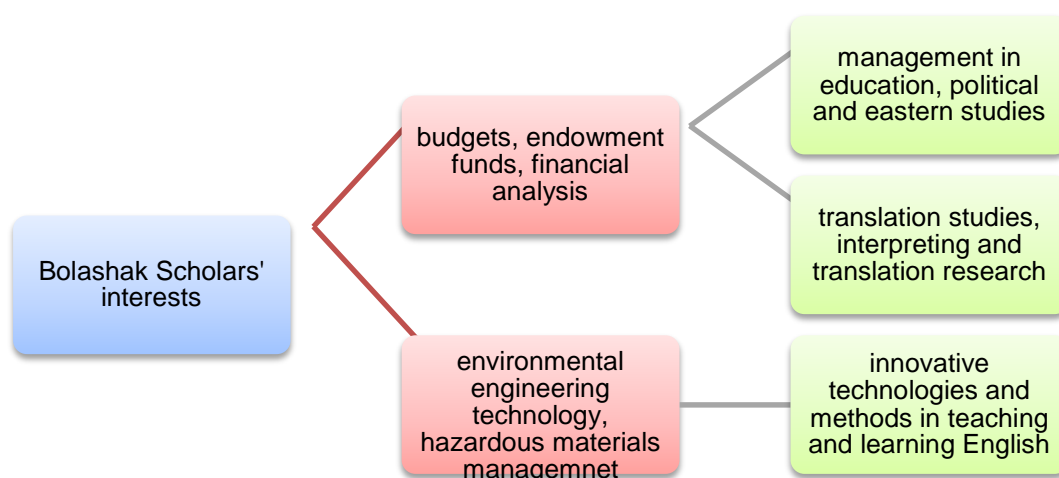
This research is based on Sandhu's (1994) interpersonal challenges which include academic issues (learning the university style, requirements, schedule, and structure); language (communication with native speakers in different social places and academic communities); and culture (living style, housing, expenses). Defined the positive and negative sides of the internship Tonkar (2000) was able to find the close link abroad internship challenges and advantages. The main challenges mentioned in these studied works are similar, such as culture shock, language, and housing problems.

Methodology

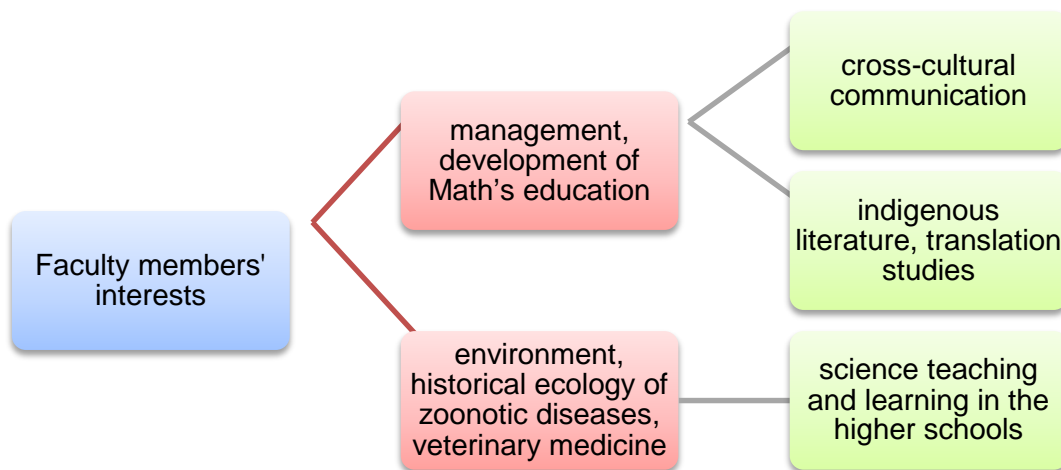
This study examines the experience of 11 scholars from different universities of Kazakhstan. The research was conducted through an online survey instrument Google Forms. Online questionnaire in Google Forms instrument is chosen because it is well known and commonly used in academic research in all Kazakhstan universities. Additionally, Google forms instruments that enable it to download the results and facilitate the sorting of data. There are 20 closed-ended questions with “yes”, “no” or other short reply responses about their experiences during the internship.

The internship of Kazakhstan visiting scholars requires immersion into professional scientific work. Bolashak scholars are from 8 universities of Kazakhstan: M.Auezov South Kazakhstan University, G. Daukeev Almaty University of Energy and Communications, Al-Farabi Kazakh National University, Kazakh-British Technical University, Nazarbayev University, Kazakh National Womens’ Teacher Training University, President’s Academy of Public Administration, L.N. Gumilyov Eurasian National University. Each of these scholars has different fields of research, university academic structure, and research fields.

The Bolashak visiting scholars’ program is designed to build knowledge and capacity in research methods, innovative teaching approaches, and academic leadership. Designed as a cohort model with individualized experiences, each scholar is paired with one faculty member according to their specialty and research interests. Scholars have difficulty adjusting to the various scientific topics of their supervisors. Bolashak scholars as their supervisors of the host university have different research areas (Picture 1).



This picture shows Bolashak’s scholars’ interests are divided into 5 research fields which are connected: 3 scholars are interested in budget, endowment fund, and financial analysis; 2 scholars – in translation studies, interpreting, and translation research; 3 scholars – management in education, political and eastern studies; 1 scholar – environmental engineering technology, hazardous materials management; 5 scholars – innovative technologies and methods in teaching and learning languages.



In general, according to this picture, the interests of faculty members coincide with the Bolashak scholars’ interests, but there is some challenge in differentiation between them (ex.: there are 2 scholars who are interested in translation studies, interpreting, and translation research, and only 1 faculty member with this interest). Scholars had met with their supervisors and discussed research problems before coming to the University of Minnesota.

Findings

Some of the biggest challenges experienced by the Bolashak scholars at the institution of the USA were related to academics. The survey asked scholars about the academic challenges they faced.

According to Laad & Rudy (1999), the finding of the research indicates a faculty member’s instructional style can be a barrier rather than a bridge to students' learning. Thus, faculty members attempt to use alternative examples in conjunction with international students’ culture, to explain the context of research, and to be more flexible in planning the educational process. In other words, the faculty member plays an important role in international students' learning experience.

The starting point of the educational system of a university abroad is to create a profile in (LMS) learning management system *Canvas*. This system allows scholars to have access to the courses and course materials, modules, and assignments, get notifications, and academic workshop resources, and work collaboratively on tasks with group members of host faculty members. Scholars are faced with questions such as how to get into Canvas, what is made of, how to use it, how to upload materials etc. 6 (54,5%) out of 11 scholars faced problems with creating their profiles in the Canvas system and had to address the support of the host university (Figure 1).

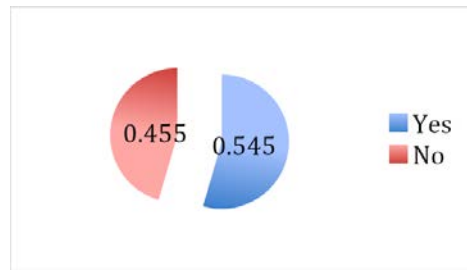


Figure 1. The number of scholars faced with the navigating in Canvas system

There were problems with setting passwords to this app that need only 16 digits and incompatibility of scholars' mobile phones and notebooks. Scholars had to buy new computers and mobile phones to be registered in the Canvas app and involved in a new academic community.

The process and interpretation of data on using the learning management system problem were analyzed by dichotomous (yes-no) questions. There are two types of dichotomous questions: objective (questions are formulated and answered by the researcher) and subjective (questions are formulated and answered by members of the population). Subjective questions in this research are used to gather precise data about the problem. These questions were designed as a starting point for a deeper exploration of the problem being studied (Table 1):

Table 1. The result of respondents' answers to the subjective questions

#	Questions	yes	no
1	Have you ever used the <i>Canvas</i> system before?	1	10
2	Did you face any problems during the registration to the <i>Canvas</i> system?	3	8
3	Did you register to the system individually (without any help)?	4	7
4	Do you need any help from a support engineer to be registered in this system?	6	5
5	Was the instructions of the <i>Canvas</i> system understandable?	10	1
6	Was your notebook/netbook compatible with this system?	8	3
7	Was your cell phone compatible to work on this system?	10	1
8	Were there any difficulties downloading this system into your device?	4	7
9	Did you have any problems setting up your <i>Canvas</i> notifications?	3	8
10	Did you face any problems creating your <i>Canvas</i> profile?	4	7
		53	57

To analyze the dichotomous questions, we use the Likert scale and the yes/no calculation of one score. Based on 10 dichotomous questions, it was concluded that in total we have 53 "Yes" answers, and 57 "No" answers. The total score of yes and no questions is added up with the highest possible score and divided by the total score received. The usage of the Likert scale shows that the result of the entire questionnaire equals 89,6% (the scores of yes/no questions are added up and divided into 2 types of questions). This challenge was solvable with the help of scholars and university support engineers. Scholars who had registered assisted others, some scholars started to call to host university support engineers, and others made an appointment with engineers to decide their problems visually (to check the compatibility of their devices).

The analysis of the first research question shows that scholars face interpersonal challenges that include academic issues (learning the university style, requirements, schedule, and structure); language (communication with native speakers in different social places and academic communities); and culture (living style, housing, expenses).

Academic issues relate to the registrations to LMS Canvas in the first week of arriving at the university. Canvas contains the daily course calendar indicating what needs to be done before class time and provides all relevant internal and external links to do research. All assignments were presented in this system and weekly graded by faculty instructors. The first week scholars asked a lot of questions about this system, and the grade criteria of assignments. The result of raising these questions is the cultural differences between home and host universities and the position of scholars in the role of students. Scholars compared the academic system of the home and the host University. Scholars asked many questions such as how to do the given assignments, how to submit, what to submit, what are the requirements of assignments, how much information, etc. Moreover, scholars are largely left to navigate the university on their own.

Despite the successful completion of all stages of this competition and good results in English proficiency, scholars face the *language barrier*, especially the differences between American and British languages. Chen (1999) writes that the challenge of the language barrier can be in interaction with locals (Figure 2).

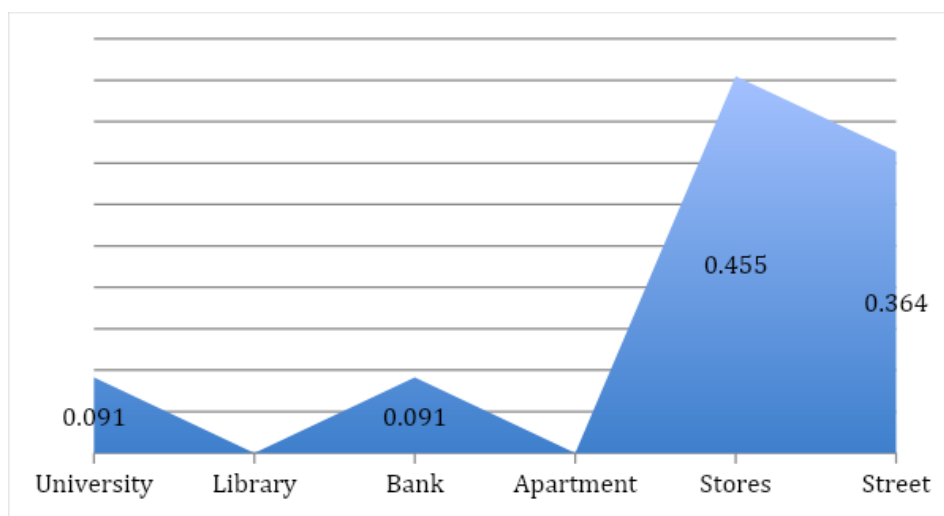


Figure 2. *The places of misunderstanding the locals*

This figure shows where and what places (universities, libraries, banks, apartments, stores, streets) scholars faced a misunderstanding of locals. The percentage of misunderstanding of language barriers in stores was 45.5% and in streets 36.4%. Locals speak fast and use American English words. It is noticed that the spoken standard of English is differently imagined in Britain and the United States. 81.8 % of scholars faced the differences between American and British English in spoken language. Particularly, British English is understandable because of the presence of the whole and correct construction of sentences. During the questionnaire, 36.4 % of scholars said that they often ask locals to repeat their speech during the conversation, 45.5% of scholars (seldom), and 18.2% do not ask locals to repeat. American English avoids using the grammatical and lexical forms in spoken language. The major difference between the American and British languages is pronunciation (vowels and consonants, stress, and intonation), spelling, and vocabulary (nouns, verbs, phrasal verbs) (Figure 3).

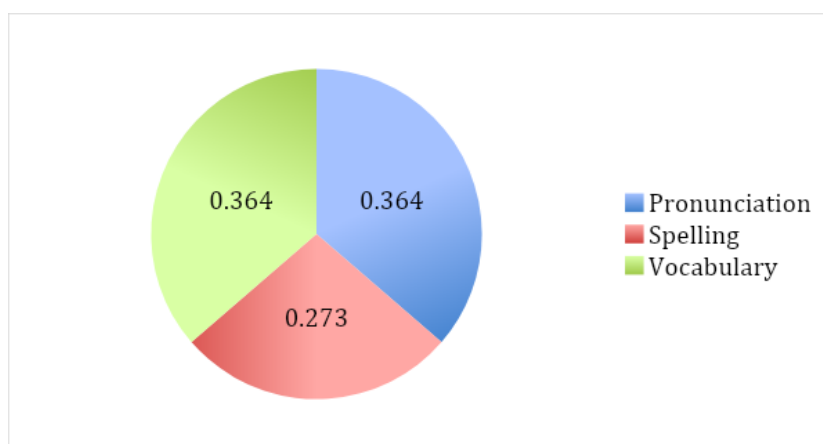


Figure 3. *The percentage of differences in pronunciation, spelling, and vocabulary*

Scholars noted the challenges and misunderstanding of locals in their pronunciation of the words and accents, the construction of sentences without using auxiliary verbs (do, have) and contractions (short forms), and some new words and slang.

The following table shows the most frequent American and British words which are used by locals in the USA (Table 2).

Table 2. *The most frequent American and British words*

	American English	British English	Places where scholars faced differences of American and British English
1	Restroom	WC	Days Hotel, social places, University Commons, university buildings, stores
2	Leasing	Renting	Searching apartments, housing facilities
3	Deal	Discount	Mall of America, T-Mobile, and Mint mobile offices
4	Clearance	Exit	Stores, parking lots
5	Mobil	Mobile	T-Mobile and Mint mobile offices, open door at Church English courses
6	Sneakers	Trainers (sport shoes)	Nicollet Mall, Nordstrom rack
7	Sweater	Pullover or jumper	Nicollet Mall, Nordstrom rack, mall of America
8	French fries	Chips	Minnehaha Falls, cafes, and restaurants
9	Cookie	Biscuit	Super target chains of stores
10	Apartment	Flat	Housing, university commons
11	Pharmacy	Chemist's	Super Target store
12	Line	Queue	Arch stone festival
13	Takeout	Takeaway	Caspian store
14	Schedule	Timetable	University of Minnesota
15	Mail	Post	University Commons, Huntington Bank, Amazon
16	Fall	Autumn	University Commons, housing, university of Minnesota
17	Main street	High street	Train transit
18	Elevator	Lift	Nicollet Mall, Nordstrom rack, mall of America
19	Candy	Sweets	Target, Seward store
20	Cell phone	Mobile phone	T-Mobile and Mint mobile offices
21	Trash	Rubbish	University commons, streets, social places
22	Zip code	Postal code	Huntington Bank, Amazon
23	Parking lot	Car park	University commons, streets, social places
24	Movie	Film	Mall of America
25	Round trip	Return	Train transit

26	Store	Shop	Mall of America, Nicolette mall
27	Faucet	Tap	University Commons (problems with a tap)
28	Semester	Term	University of Minnesota, University Commons

These words were gathered during the search for house and apartments for living, visiting stores to acquire necessary home utilities, American bank card proceeding, filling out individual documents for insurance and Amazon online shopping, moving around the city, and buying new phone cards and new devices (MacBook, notebooks, phones), check-in and check-out processing.

Despite these differences, scholars tried to adjust to the English-speaking environment. At first, there was some fear of speaking and not understanding locals. 45.5% of scholars said they had no language barrier to speaking with natives, and 54.5% of scholars made quick adjustments. They tried to speak without thinking about the grammar construction, the right order of sentences, necessary words, etc.

The next challenge was cultural, which included finding an apartment in the USA. It was a new concern for scholars because before arriving in Kazakhstan, lodging for scholars was prepared and made available by the university. All international scholars are arranged to live on the university campus. In this case, focus group scholars were shocked that they were responsible for finding housing. Some of them had trouble finding a place to live during the first two weeks. Housing challenges are closely related to the three main factors of *suitability*, *affordability*, and *adequacy* (SAA) for scholars (Table 3).

Table 3. Results of SAA factors

Suitability

#	Question	yes	no
1	Did you have any problems with housing?	4	7
2	Did you have your own preferences?	8	3
3	Did you follow the AAS (affordability, adequacy, suitability) factors to find housing?	10	1
4	Was it important for you if this apartment was furnished or unfurnished?	4	7
5	Were you interested in the location of your apartment (near the university, close to an airport)?	10	1

Affordability

#	Question	1-2 days	3-5 days	1 week	2 weeks	1 month and more
6	How long did you search your apartment?	1	-	-	4	6

#	Question	Google search	University assistance	Friends' suggestion	Other
7	What sources did you use to find your apartment?		4	6	1

Adequacy

#	Question	1-2	3-5	6-8	10 and more
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8	How many apartments did you visit?	5	4	2	-
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#	Question	Important	Not important	Less important
9	Was it important for you to have all the facilities inside your apartment?	6	4	1

SAA factors conclusion

#	Question	Academic	Language	Culture
10	Which of these challenges were the strongest during your internship?	4	1	6

Suitability assumes privacy (transportation, working area), proximity to campus (to be close to the university, good transportation service), environmental factors (stores, parks, places for entertainment), and family accommodation (fitness, special zone for children to play). *Affordability* depends on the cost of living generally and the balance between income and expenditures. *Adequacy* involves security (to have a reception and security office), equipment provided (well-furnished), and health and safety insurance (to fill agreements and be saved). The pre-arrival of scholars started with living in temporary houses as hotels to look around and concentrate on the living area. The first challenge is that scholars cannot find housing for a short period (6 months). Scholars look for their housing on SAA factors. Most apartments in the USA lease for a long term (1 year); there are unfurnished and furnished apartments; some are close, and others are far from the university, etc. Thus, the strongest challenge for 6 scholars was cultural, 4 scholars noted academic and only 1 scholar answered the language one. The challenges faced by scholars entail advantages and new searches in solving these problems.

Discussion

This section provides the results of this research. Despite the challenges, the Bolashak scholars identified many benefits from participating in this international program.

Academic advantages

The Canvas system provides scholars with the ability to distribute program schedules, academic resources, materials for workshops and seminars, announcements, and modules. All assignments were given with the whole instructions as the purpose of assignment, completion, and submission requirements. This system is very helpful to get and share information with faculty members and scholars. Moreover, scholars had a good international experience which includes the opportunity to bridge the gap between theory and practice, the experience of learning by doing your own research, exposure to corporate academic and work habits, and valuable personal and professional contacts.

Bolashak's visiting scholars program provided the opportunity for substantial professional and social interaction with the host faculty. Investigating the process of taking academic advantages from the host university shows a great opportunity to broaden scholars' world, to stretch boundaries, and to experience the things that they read and teach in their educational sources. The main academic advantages are collaborations with host tutors and faculty members and using the huge number of resources to do research.

Language advantages

The analysis of the social sciences research methodology framework gives new sights to do investigations. The new nine-stepped Saunder’s research “onion” approach (2009) helps to learn academic vocabulary and understand the whole steps of researching (Picture 2).

Social Sciences Research Methodology Framework

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Article: Change in French Second Language Writing in Study Abroad and Domestic Contexts [file:///Users/Lab/Downloads/Foreign%20Language%20Annals%20-%202014%20-%20Godfrey%20-%20Change%20in%20French%20Second%20Language%20Writing%20in%20Study%20Abroad%20and%20Domestic%20Contexts%20\(1\).pdf](file:///Users/Lab/Downloads/Foreign%20Language%20Annals%20-%202014%20-%20Godfrey%20-%20Change%20in%20French%20Second%20Language%20Writing%20in%20Study%20Abroad%20and%20Domestic%20Contexts%20(1).pdf)

1 Knowledge base: sociological base

This article provides with the sociological analysis of learners who study abroad to improve their ACTFL writing proficiency

2 Nature of enquiry: empirical research

The conclusion of this research is strictly drawn from empirical evidence that is gathered using the qualitative method (extracts of students’ writing: 1) Puisque la France est un pays développé, il y a beaucoup des immigrés qui y vont en cherchant du travail ou une meilleure vie pour leurs enfants. [Because France is a developed country, there are many immigrants who go there looking for work or a better life for their children]; 2) Il y a beaucoup d’eau mais aussi il y a des jus de fruits. Alors, il y a des produits sans calories est sucre mais il y a des autres produits que la famille boivent et mangent avec plus de calories. [There is a lot of water but also there are a lot of fruit juices. So, there are products without calories and sugar but there are other products that the family drinks and eats with more calories].

3 Research philosophy: research philosophies

4 Research logic: didactic logic

This article presents the existing theory (theory of Kinginger, Ellis and Barkhuisen etc.), collect data (CAF – complexity, accuracy, and fluency), analyze data (students’ scores on ACTFL, OPI and WPT tests) and check the efficiency (analyzing links between form and function)

5 Research strategy: exploratory Research Design

6 Time horizon: longitudinal (a large multiyear study)

7 Research tactics: qualitative research, case analysis, preliminary study (pre-semester/post-semester writing tasks in order to obtain writing samples that could analyzed in more detail)

8 Data collection techniques and research methods: collaborative action & participatory research, and participant-observer approach (students’ fluency group, percentage of errors in obligatory context for gender making, relationship between frequency of obligatory contexts for gender marking and % errors, using clauses per T-Unit at T1 and T2 in French L2 writing samples by study abroad and domestic students, number of claims per essay, group results, mean number of hedges at T1 and T2 for study abroad and domestic students, juxtaposition and linguistic expressions used to link claims and evidence)

9.1 Sample design: controlled probability-sampling design

9.2 Sample techniques: descriptive and observational sample techniques (academic study in Montpellier, France and University of Minnesota)

9.3 Measurement: observations and controlled structured questions (the question “What changes?” framed this study)

9.4 Data manipulation: measuring cause and effect relationships (using fine-grained measures focused on complexity, accuracy, fluency, and form-function relationships)

The purpose of this assignment was to enhance our understanding of the social sciences research methodology framework by Haydan & Steenkamp (2020). The analysis was done on article change in French school language writing in study abroad and domestic contexts of Lee Ann Gofrey (2014). It identified all nine steps of “onions” with examples: knowledge base, nature of the inquiry, research philosophy, research logic, research strategy, time horizon, research tactics, data collection techniques, research methods, sample design, sample techniques, measurement, and data manipulation. Moreover, during the reading and analysis of the article, a list of new academic words was created (Table 4).

Table 4. *The list of academic words*

English words	
Causal design	Scenario study
Cohort design	Hermeneutics and exegesis
Longitudinal design	Deviant case
Triangulation approach	Snowball sampling
Sequential design	Judgmental sampling
Inclusive excellence	Multilayered (tiered) reporting
Inquiry learning	Sojourn
Grounded theory	Deprivation

Delphi method	Inferiority
Process and flow analysis	To impoverish
Intercept interview	Reticent
Pilot study	To impede

Learning and overcoming language challenges with the difference of words or understanding of locals, scholars become more familiar with faculty members. It is advantageous for professional and personal growth for scholars. Since the 1960s, numerous quantitative investigations have supported the notion that studying abroad is a productive context for language learning. These studies have demonstrated that study abroad participants make significant improvement after a sojourn overseas in all speech activities e.g., oral fluency and proficiency (Allen & Herron, 2003), listening comprehension (Kinginler, 2008), reading (Dewey, 2007), and writing (Freed, 2003).

Culture advantages

Meetings, sessions with faculty members, and participation in university activities help scholars cope with culture shock and get adjusted to the new cultural environment. Looking for housing was a good experience to break language barriers. This challenge allows scholars to speak with native speakers to decide about their housing problems. Moreover, some scholars find houses to live in with host families or in a dormitory with foreign students (Table 5). It is an opportunity to develop speaking skills and first-hand experience to live in the target culture and develop language skills with native speakers.

Table 5. *The living places of scholars*

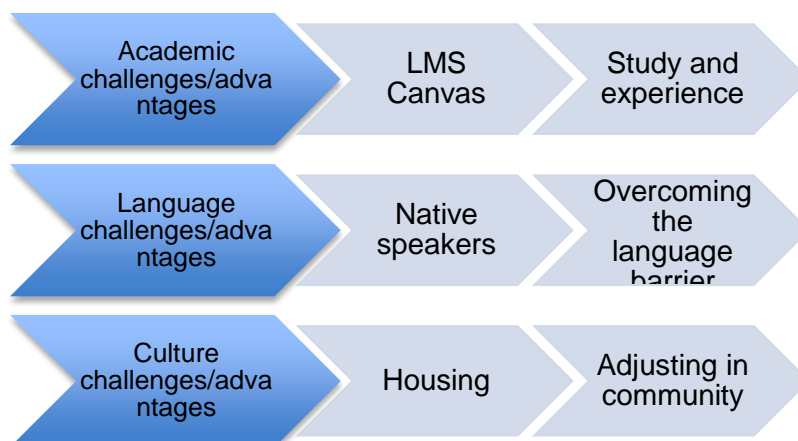
#		
1	Living with the host family	1
2	Living in a dormitory with other students	6
3	Living in an apartment (themselves)	4

Living with a host family or with other students allows students (scholars) to know about traditions, culture, mores, customs, and food. Furthermore, students have an opportunity to visit weddings, historical sites, birthday parties, dances, restaurants, neighboring towns, museums, and movies. The biggest cultural advantage is changing yourself, understanding your role in the community, analyzing achievements you have reached, developing self-confidence by successfully engaging in a foreign culture, and learning to adjust, adapt, and thrive. Internship abroad brings back a wealth of knowledge and experience that causes them to see the world differently. The Bolashak internship provides scholars with substantial cultural and travel activities to have a successful and positive experience.

Conclusion

This research considered the theoretical and practical aspects of an abroad internship of 11 scholars from 8 universities in Kazakhstan and presented qualitative (to observe scholars' views on different university activities; informally interview scholars; open-ended questions about scholars' adjustment experiences and social support from the host university) investigation. The main challenges that scholars faced during their internship were academic issues (learning the university style, requirements, schedule, and structure); language (communication with native speakers in different social places and academic communities); and culture (living style, housing, expenses). It

presented a holistic picture of the scholars' experience with abroad internship challenges and advantages (Picture 2).



Picture 2. A qualitative survey of challenges and advantages

Thus, findings from online qualitative surveys are generally consistent with one another (challenges and advantages). This picture shows that based on faced challenges, scholars could find the advantages of an abroad internship. Academic challenges such as working on LMS Canvas gave me the advantage of managing the whole educational system of the host university (to get announcements about the events, find educational modules, do assignments, participate in discussions, monitor grades, meet with the staff, and supervisors, to collaborate with students and scholars, to search library course and materials, etc.). Language challenges helped me to speak fluently with native speakers in all social places and overcome the language barrier. Cultural challenges or problems with housing broke scholars to adjust to the American community.

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