

BENEFITS AND IMPORTANCE OF USING THE BOOK OF WORDS BY ABAI KUNANBAYEV TO ENGLISH TEACHING IN KAZAKHSTANI UNIVERSITIES

M.Zh. Tussupbekova*, M.A. Idrissova* and B.G. Smagulova*

Abstract: Teachers always search new methods and materials to make their lessons more interesting and productive. One of the most challenging kinds of materials for English lessons is using literature. Language learning requires four skills of reading comprehension, writing, listening and speaking. Some materials cannot provide assignments to improve these skills, but literature fulfills these four skills. Literature in teaching and learning English helps to deal with culture, customs and traditions. This paper aims to pinpoint the relevant role of literature, especially *The Book of Words of Abai Kunanbayev* in English teaching. *The Book of Words* is the invaluable treasure of Kazakh literature to share perception, support and negotiate opinions, increase reasoning and critical thinking. The present paper will discuss the importance and benefits of using literature as a good source in teaching English language.

Keywords: Abai Kunanbayev, benefits, culture, foreign language, literature, the Book of Words.

1. INTRODUCTION

Abai Kunanbayev was born in 1845 and died in 1904. Abai Kunanbayev is a Kazakh poet, composer, and a philosopher, as well as an important Figure in the development of Kazakh as a legitimate written language. Abai's main contribution lies in his poetry, which grew out of Kazakh folk culture. His creative poetry affected the philosophical thinking of educated Kazakhs. Nowadays, Kazakhs refer to Abai as one of the first folk heroes to enter into the national consciousness of his people. Abai was the first who translated the works of Russian and European authors into Kazakh language. He translated the poems of Michael Lermontov, Jonan Wolfgang von Goethe, Lord Byron, and Alexander Pushkin. Abai's major work is *The Book of Words*, is a philosophical treatise and collection of poems where he encourages people to embrace education literacy, and good moral character in order to escape poverty, enslavement and corruption. *The Book of Words* consists of 45 Words.

Today *The Book of Words* is continuing to be translated into different languages. *The Book of Words* was translated into French by Antoine Garcia, into English by

* L.N. Gumilyov Eurasian National University, Kazakhstan. Email: Tussupbekova_mzh@mail.ru, mapruza_2015@mail.ru and batagoz1967@mail.ru

Richard Mac Kein, and also it was translated into Mongolian, Chinese, and Korean languages. The French scholar Albert Fishler, laureate of French academic Palm Branch has recommended that *The Book of Words* is to be read into French. French scholars compare *The Book of Abai* with “Stages on Life’s Way” by Soren Kierkegaard (Kierkegaard, 2013).

In his work *The Book of Words* Abai Kunanbayev paid a special attention to learning languages. He thought that the window to the world was opened through the languages. At the same time, he marked that breadth of views and all-humanity obliges to learn languages of other people. The study of other languages enables to understand cultures of other peoples. Therefore, he appealed to all Kazakhs to study Western literature, science and philosophy, because this facilitates intercultural communication and exchange of values.

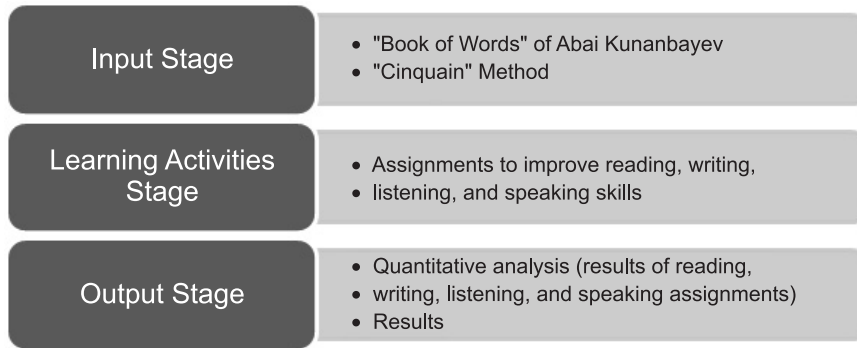
2. USING LITERATURE IN TEACHING

Paran noted that using literature in foreign language teaching plays a great role from different perspectives (2008; Abdul Amir, 2015). Firstly, literature helps students to learn a wide range of new words and expressions, phrases, phrasal verbs, proverbs and quotes. Indeed, using literary texts in English teaching stimulates the imagination, offers learners specimens of language use, and allows making group discussions and individual exploration (Alam, 2007). It is known, that literature is created by language (words, expressions, phrases, sayings, proverbs etc.) ‘Literature is an ally of language’ (Brumfit and Carter, 1986). Moreover, each of us uses literature in our daily life; through the literature we learn to read, listen, translate, and speak. Literature is a tool to represent our old traditions and customs. Literature is one of the valuable language teaching resources (Duff and Maley, 1990). Using literature in language teaching has an advantage of providing cultural information, increasing students’ insight into the country and the people (Collie and Slater, 1991; Pradhan, 2016), enabling students to understand and appreciate culture, society and ideology, and encouraging personal growth and intellectual development (Carter and Long, 1991).

3. RESEARCH MODEL

The purpose of this study is to investigate the importance and benefits of using the *Work of Abai* in teaching and learning English. It focuses on three particular stages (see Figure 1):

1. Input Stage
2. Learning Activities Stage
3. Output Stage



The Input Stage is important to generate and organize ideas according to the research. During this process, students are introduced with the aim of the research: Abai's literature and "Cinquain" method. Learning Activity Stage supposes practical work with assignments to improve reading, writing, listening, and speaking skills of students. Output Stage means to collect data of our research and evaluate the benefits of using literature at English lessons using graphs, tables and a questionnaire.

4. INPUT STAGE

The cinquain method is a technique of active study with using literature in teaching any foreign language. Adelaide Crapsey was the first who developed a variation of the "Cinquain". Cinquain is a class of poetic forms that employs a 5-line pattern (Hobsbaum, 1996). Cinquain is a five-line poem that reflects affective and cognitive responses to a concept (Shrum and Glisan, 1994). There are many variations of the "Cinquain". Below we present some of the popular and simple forms of the "Cinquain".

First

The first line is one word, which is the title of the poem.

The second line contains two words, which are adjectives that describe the title.

The third line has three words that tell the reader more about the subject of the poem or shows action.

The fourth line has four words that show emotions about the subject of the poem and may be individual words or phrases.

The fifth line is one word that is a synonym of the title or is very similar to it.

For example:

Watermelon

Juicy, sweet

Dripping, slurping, smacking

So messy to eat

Yummy

Second

This form is just slightly different from the first form in that the fourth line is a complete sentence and may have more than four words.

The first line is one word.

The second line contains two adjectives.

The third line has three words ending in "ing."

The fourth line has four or more words that make a complete a sentence.

The fifth line is one word.

For example:

Acrobats

Flexible, amusing

Flipping, twirling, jumping

They make me laugh

Performers

All words of Abai are used by many people in real situations of life. These words contain spiritual heritage of nations and accompany everyone from the early stage of development. Having studied and analyzed the "Cinquain" method we decided to structure *The Book of Words* in the following way:

The first line is one word, which is the title.

The second line contains five verbs from the text.

The third line has five nouns that tell the reader more about the subject of the topic.

The fourth line has five adjectives that show emotions about the text.

The fifth line is the main quotation in the text.

The Book of Words stores the deep meaning of the word life with various examples. Gathering *The Book of Words* in "Cinquain" is a valuable and suitable material for teachers and students. There are some advantages of "Cinquain" method for *The Book of Words* by Abai Kunanbayev. First, students get familiar with the title of each part, verbs, nouns, adjectives, and quotation. Moreover, students learn to use some important sayings in real life situations, speak accurately, and become more fluent

and creative. *The Book of Words* gives opportunity to learn to ask, dispute, criticize, and make some researching works in future. On the basis of examples of “Cinquain” method, we tried to compose “Cinquains” on *The Book of Words* (Picture 1).

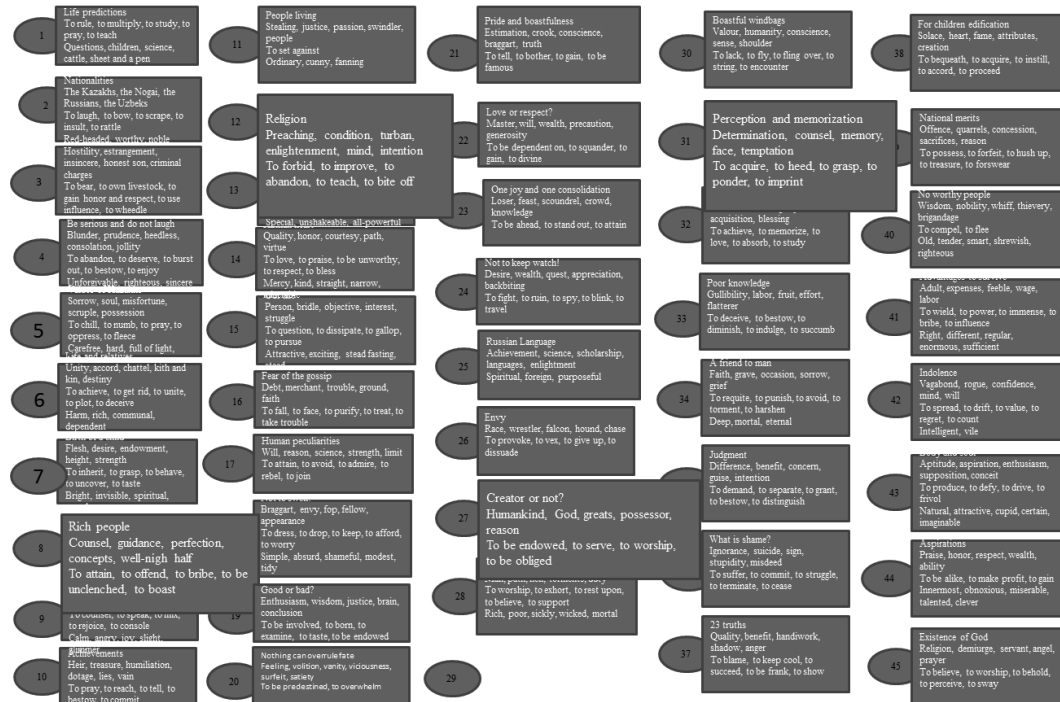


Figure 1: The Cinquain of *The Book of Words*

5. LEARNING ACTIVITIES STAGE

This conducted research included different ways of gathering information from students that contributes the answers to the main questions and aims in this research. First of all, to study the “Cinquain” method it was necessary to find some information on the Internet and study the different sources that are available.

To achieve the aim of the research, two main methods were used questionnaire and interview, providing with information continuing the students’ points of view. The questionnaire and the “Cinquain” method were sent to students of different groups of ENU by e-mail.

The subjects in this research were 46 students, who are considered ESL learners of the L.N. Gumilyov Eurasian National University in Astana city, Kazakhstan. Therefore, participant selection for this research was based on the ESL groups of the 1st and 2nd year students ranged from Faculty of Economics to Social Sciences and others.

A priority goal of English language teaching is to develop four language skills: *reading, writing, listening and speaking*. Formats of the tasks covered all these skills activities. Sampled groups of this study were given tasks to achieve the aim of the research. The first and one of the most influential steps was to teach students literacy skills.

Reading

In this research, the first target was based on reading of Forty-Five Words of Abai's *Book of Words*. Reading success influences on learners' later academic achievement. For data analysis purposes, students were provided with the *Book of Abai*, then they were instructed first to read and then to choose five *Words of Abai* out of Forty-Five ones in which they were interested more. The explanation material for reading was delivered to the classroom in verbal instruction and as handouts.

Writing

It included instructions and explanations from both the researchers and developed "Cinquain" method templates. Researchers are the teachers of English at the L.N. Gumilyov Eurasian National University. Using the "Cinquain" method templates designed by the researchers, students were suggested to write their own extracts.

Listening

It included listening of the original extracts from the *Book of Words* by Abai Kunanbayev. Due to this approach students were able to compare and analyze the original Abai's extract with their own ones.

Speaking

The number of students was divided into five subgroups. The task was to explain the meaning and understanding of the quotation of the chosen *Word of Abai*. Language enables a person to put across his individuality.

6. OUTPUT STAGE

Reading

The teachers, as experts, led the groups step-by-step to the expected outcome. The survey was completely fulfilled by 100% of students' participation. The majority of participants were students of the 1st year with 80% and the 2nd year students were approximately 20%. The results of the reading were grouped into categories based on the interests of students. The cognitive load led the learners to conscious choice.

Figure 2 shows that the number of students and their interest to *Words of Abai*. Among 46 students 10 think that *Words of Abai* # 2, 19 are wise, reasonable and that this philosopher was enough self-critical. Students used critical thinking writing that the *The Words of Abai* raised their consciousness. The child learns good or bad by listening, watching, touching and tasting. The more a child experiences, the more he knows. Much more can be learnt by hearing the words of reasonable people. It is not enough just to have intellect, but listening and remembering instructions of knowledgeable people you can become a complete human being.

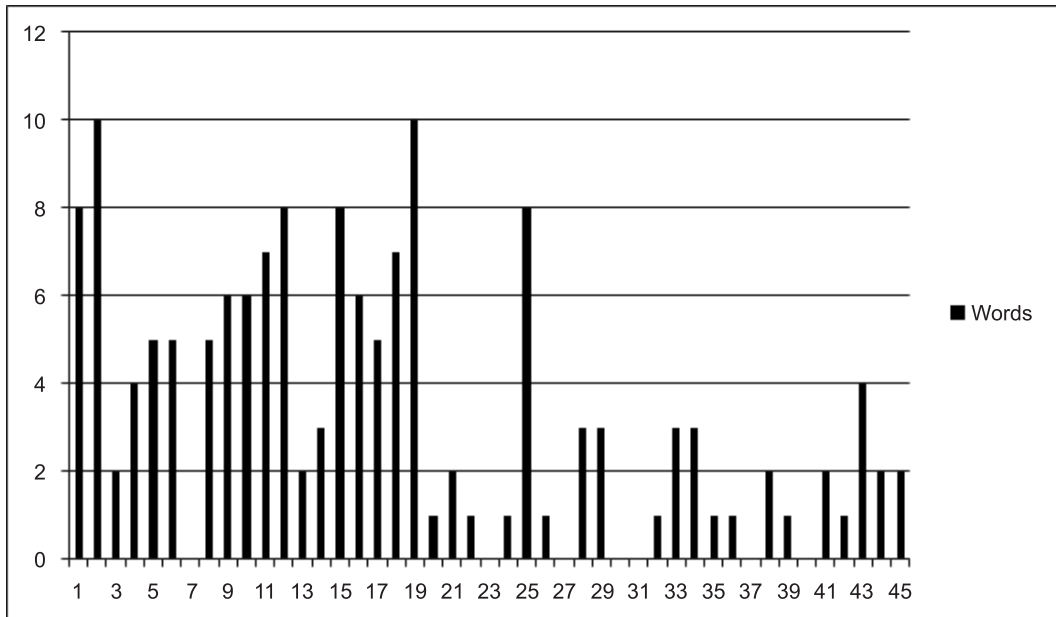


Figure 2: The result of interests to the *Words of Abai*

Furthermore, they consider that the *Book of Words* is immortal and eternal and they are sure that these *Words of Abai* play enlightening role. 8 students have chosen *Words of Abai* # 1, 7, 12, 15, 25. According to the students' writing, any young person is developed by watching, learning and acquiring knowledge. Firstly, language is a source of being the smartest person. Secondly, it is a source of achieving many aims. Maybe it would be enough for Kazakh children to know mother tongue, but however, in order to be a successful and clever person, Kazakh young generation should learn other languages without any hesitations. They should not waste time on silly things. In his *Words*, *Abai* gives a good advice "Once a day or once a month, we should ask ourselves "Have I done anything to improve my learning for this period?" The *Words of Abai* teach young people to become adaptable, creative, inventive and above all independent.

When learners know what they are going to write about, they have more processing space to express their thoughts and ideas. 7 students have written that

Words of Abai # 11 and 18 describe people's living and types of people. How should people live? There are different people in the world: someone is honest, clever and knows why he lives. Someone is a swindler, a thief. In addition, the quotation of *Abai* is so clear: if there were no thieves and swindlers, our people would think carefully. What is good or bad, we learn it by the whole life since the childhood until our death. However, the most important time when we start to understand all these things is childhood. It is the most effective moment when everything influences on a person. Everything depends on a family's life style.

As illustrated in the diagram 1, the number of students who have chosen the *Words of Abai* # 9, 10 and 16 are 6. On the one hand, some students wrote that person's achievement is karma. It means we acquire what we deserve. On the other hand, some students think that the idea is to show the difference of achievements of every person. That is all he/she knows, he/she cannot get any wiser at the young age. All our lives we fall or take troubles. Everybody gets big experience in his/her life while it makes him/her wiser. When you are getting older, there the idea comes that you have enough knowledge and start to help young generation.

5 students express their vision and understanding of the *Words of Abai* # 5, 6, 8, 17 with the help of "Cinquain" method. The main idea is that life is harmony. Analyzing the *Words of Abai*, students noticed that *Abai* compares the highest and the lowest segments of society, to be exactly, rich and poor people. You cannot only work, but you cannot only enjoy life. The point is that we must have a living soul and a pure mind. If the soul is dead, words of reason will not reach your mind, and you will not earn an honest living. Another point is how society affects on a person's life and his/her achievements. When society reaches solidarity and unity, it reaches a new level of moral development. Moreover, it is important to note that being in unity does not mean just in communal wealth, but in person's mind too.

The following *Words of Abai* were of less importance. Only 4 participants were interested in *Words of Abai* #4 and 43, while the number of students who have chosen *Words of Abai* # 14, 28, 29, 33, 44 is 3. 2 students think that *Words* # 3, 13, 21, 38, 41, 45 play an important role in the life of people. However, it does not mean that they are not so significant, because person's behavior plays a great role in the society. People should know how to behave themselves in different situations. If you are a foolish person, you will laugh at the lack of human beings. Nevertheless, clever ones will only help people to correct their mistakes and find the right way. Therefore, people should analyze their actions what is bad and what is good for others. The person with good abilities is able to distinguish beneficial from harmful.

There is variety of themes according to other *Words of Abai* that students have chosen. The number of them is more than 20. It is connected with students' choice

who did reading and writing tasks. Every person is individual and has an individual point of view that is why *Words of Abai* # 20, 22, 24, 26, 32, 35, 36, 39, 42 were chosen only by one student.

On the other hand, some *Words of Abai*, namely, # 23, 27, 30, 31, 34, 37, and 40 have not been chosen and analyzed by the participated students. The reason was that the themes were difficult to understand. Another reason was that there were too many unfamiliar words and slangs.

7. WRITING

Having done the reading assignments, students wrote their own extracts to one of the *Words of Abai*, using one of the forms of the “Cinquain” method. According to the “Cinquain” method, this form is used for *The Book of Words of Abai*:

The first line is the title.

The second line contains five verbs from the text.

The third line has five nouns that tell the reader more about the subject of the topic.

The fourth line has five adjectives that show emotions about the text.

The fifth line is the main quotation in of the text.

One of the social functions of any language is to express person’s cultural ideas and attitudes. The participated students of the research expressed their individual points of view while doing their writing assignment. Recommended activity demands focus on vocabulary (“Cinquain”), because in this activity, vocabulary is seen more helpful for the successful performance of the students’ points of view. Students think that the “Cinquain” method helps them to understand better the information from the text and analyze it. The “Cinquain” method gave them “landscapes” of meanings of *the Words of Abai*.

For example: The Word of Abai # 19

1. Good or bad? (the title)
2. Enthusiasm, wisdom, justice, brain, conclusion (the nouns)
3. To be involved, to born, to examine, to taste, to be endowed (the verbs)
4. Reasonable, complete, wise, excessive, good or bad (the adjectives)
5. What can you talk about with a man, who does not know the value of words? (the quotation)

The student's extract to the Word of Abai # 19:

'When a child is born and appears in this universe he still doesn't understand what is *good or bad*. Actually when a child is born, he usually has only one purpose to be satisfied by food and sleep. Growing up he examines everything by touching and tasting. Then he develops daily with enthusiasm by acquiring knowledge using his brain and he feels that he is completely and excessively involved in life. But the man understands he is endowed to be wise. The more he lives the more knowledge and wisdom he has. Much can be learned by hearing the words of reasonable people. A person should know the value of words to promote justice. So after living a long life a man becomes wise and now he knows what is good and what is bad'.

As we see, this student attempts to use all given words of the "Cinquain" and expresses the main idea of the *Word of Abai*. In order to summarize and evaluate the participants' writing skills in this research, we took into account grammatical range and accuracy, coherence and cohesion, lexical resource from the "Cinquain", and the task achievement. In general, the students should get 100 scores (Table 1):

Table 1
Criteria for the writing task

Scores	Grammatical range and accuracy	Coherence and cohesion	Lexical resource from the "Cinquain"	Task achievement
100	20	20	30	30

According to the special criteria, we analyzed the students' writing assignments in table 2. There was not accurate use of complex grammar in the grammatical range. He used more simple grammar sentences and made some mistakes. Student's score was assessed 15 for coherence and cohesion, it is good that he expressed his ideas, but not all sentences were logically connected. Student's score for the lexical resource from the "Cinquain" was 25. It was explained by his right use of vocabulary, especially nouns, adjectives, but there was not enough number of collocations and connotations. As far as task achievement was concerned, his score was also 25. He presented his idea clearly on *Words of Abai # 19* with a good understanding of the meanings of the words, but he used less than 250 words. His total score was 80.

Table 2
The student's result

Scores	Grammatical range and accuracy	Coherence and cohesion	Lexical resource from the "Cinquain"	Task achievement
80	15	15	25	25

According to the writing criteria, these results show us that the "Cinquain" method proves its effectiveness. The "Cinquain" method helps students to be

personally involved, to enrich their vocabulary using the valuable authentic material. The results of the writing work show that all students can use verbs, nouns, adjectives and quotation of the “Cinquain” method. It shows that it is an enjoyable activity for students to enlarge their vocabulary, consolidate grammar and improve writing skills.

8. LISTENING

Students listened to *the Words of Abai # 19 and 2*, as majority of them have chosen those ones.

Word 2	Word 19
<p>In my childhood I used to hear the Kazakhs jeering at the Uzbeks: «You, Sarts, in wide skirts, you bring your rushes from afar to thatch your roofs! You bow and scrape when you meet someone, but you insult him behind his back. You are afraid of every bush; you rattle on without stopping, and that’s why they call you Sart-Surts».</p> <p>Encountering Nogais, the Kazakhs would ridicule and scold them, too: «The Nogai is afraid of the camel, he soon gets tired astride a horse and takes his rest walking. Runaways and soldiers and traders – all of them hail from the Nogais. Nokai is what you should be called, not Nogai!»</p> <p>About the Russians they used to say: «The red-headed Urus, once he spies an aul, gallops fit to break his neck towards it, permits himself to do whatever comes into his head, demands to hear all the rumours and gossip, and believes everything he is told.»</p>	<p>A child is not born a reasonable being. It is only by listening and watching, examining everything by touching and tasting, that it learns what is good and what is bad. The more a child sees and hears, the more it knows. One may learn a good deal by listening to wise men. It is not enough to be endowed with a brain – only by hearing and memorising the teachings of the learnt and by avoiding vices one can grow up a complete person.</p> <p>But if one listens to wise words either with excessive enthusiasm or, conversely, paying too little attention, without asking what may not be clear, trying to get to the heart of the matter or drawing one’s own conclusions, even though one may feel the wisdom and justice of such good counsels – what is the use of listening?</p> <p>What can you talk about with a man who does not know the value of words?</p> <p>As one sage put it: better to feed a pig that recognises you...</p>

Having listened to *the Words of Abai # 2 and 19*, students carried out some activities.

Tasks to *the Word of Abai # 2*

Task 1: Listen to *the Word of Abai # 2* and write down the characteristics to nationalities which are talked about (the Kazakhs, the Uzbeks, the Nogais, and the Russians).

1. The Kazakhs («It turns out that the whole wide world has no worthier and nobler people than the Kazakhs! »);
2. The Nogai (The Nogai is afraid of the camel; he soon gets tired astride a horse and takes his rest walking. Runaways, soldiers, and traders – all of them hail from the Nogais. Nokai is what you should be called, not Nogai! »);

3. The Russians (The red-headed Urus, once he spies an aul, gallops fit to break his neck towards it, permits himself to do whatever comes into his head, demands to hear all the rumours and gossip, and believes everything he is told);
4. The Uzbeks (“You Starts in wide skirts, you bring your rushes from afar to thatch your roofs! You bow and scrape when you meet someone, but you insult him behind his back. You are afraid of every bush; you rattle on without stopping, and that’s why they call you Sart-Surts”).

Task 2: Listen to *the Word of Abai # 2* again, use the tape script and write down the verbs and adjectives which the author uses to describe these nationalities.

#	Verbs	Adjectives
1	to bow	wide
2	to scrape	worthy
3	to insult	noble
4	to be afraid	nimble
5	to rattle on	exalted
6	to ridicule	learnt
7	to scold	fine (soldiers)
8	to get tired (astride a horse)	rich

Tasks to *the Word of Abai # 19*

Task 3: Listen to *the Word of Abai # 19* and insert the missed words

- 1 A child is not born a ... being.
- 2 The more a child ..., the more it
- 3 One may learn ... by listening to ... men.
- 4 It is not ... to be endowed with...- only by hearing and ... the teachings of the learnt and by ... one can grow up a complete person.
- 5 But if one listens to ... either with ... or, conversely, paying too little ..., without asking what may not be clear, trying ... of the matter or drawing one’s ..., even though one may feel the wisdom and justice of such good counsels – what is the use of listening?

Task 4: Listen to *the Word of Abai # 19* again and write the correct spelling of the words:

#	Words from the Word of Abai # 19	Correct answer
1	sorabelane	reasonable
2	nusitushem	enthusiasm
3	someriming	memorizing
4	nuncolicos	conclusion
5	selveconry	conversely

The results of the present study show that students possess the given information. Fulfilling the above mentioned tasks students have had opportunities to enhance and memorise and enlarge their vocabulary. These listening activities help students to be good at making quick decisions. Writing down the characteristics to the nationalities students reveal that some literary words are used rarely in their daily life. It is observed that teaching English through literature develops students curiosity. Students, learning and listening to *the Words of Abai* perceive the culture of different nationalities and also are familiar with the new literary words. Furthermore, the great variety of adjectives make an influential impact on students to carry out listening assignments. Students think that the “Cinquain” method helps them to understand the whole philosophy of the great *Words of Abai*.

9. SPEAKING

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). As we understand, speaking is a crucial part in learning and teaching any foreign languages. Improving speaking skills means to develop students’ communicative skills. Students should express their minds and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to develop and improve speaking skills in the “Cinquain” method, we offered students to work with one of the quotations from the *Words of Abai*. The students’ preference was given to the quotation of the *Word of Abai* # 10 “A good child is a joy, but bad one is a burden”. Students expressed their ideas using their own understanding with relevant vocabulary and grammar. We divided them into 5 subgroups to do speaking task. The example of students’ speaking task is presented in the table 3.

Table 3
Students’ extracts from speaking task

The 1 st group	We liked this expression “A good child is a joy, but bad one is a burden.” However, in some cases we absolutely disagree with that. Despite the deep meaning of the quotation, that the child is a burden can be only his parents’ point of you. Obviously, a child will be good, if parents bring him/her up very well. It doesn’t matter who you are, what your nation is, how old you are, etc..., the main thing is that we are all human beings. People are equal to each other, and that is why we all are able to be good and to bring up good ones.
The 2 nd group	Discussing what quotation to choose we were really impressed by many of them, but the task was to choose only one. So we came to the conclusion that description of the meaning of the expression “A good child is a joy, but bad one is a burden” will be beneficial for us. We are sure if you do something with desire you will do it perfectly. Moreover, you shouldn’t do something in order to get profit because you will not be finally satisfied and pleased. If you absorb knowledge with love, it will be kept in your memory forever. Irresistible strong desire and endless love to study will be the supreme blessing to achieve essential dignified noble aims without any difficulties. That is why in order to reach noble treasure aims it is important not to commit suspicious humiliation misdeeds and to bring up merciful worthy young generation.

The 3 rd group	<p>Abai tries to show us the differences between a good and bad child. Because a child may become a mercenary in everything. Yes, if you pray to God for wealth and then you receive it. But you can't use and save it. Then you become cheaters and liars to have more and more. Some people pray to God to send a baby. Why do you need this child? For looking after your property? Or you need somebody to take care of you at the old age? But if you aren't honest and you don't know how to live and survive, what kind of upbringing can you give your child?</p>
The 4 th group	<p>Great Kazakh poet and bard Abai Kunanbayuly in his 10th Word of edification spoke about the parents and the child. He wrote how to bring up the child, and explained the purpose of the child's life parents. It could not be a lot to ask of God, including the good child. Before you make a child, you should arrange your life, to establish your own problems and in the future, you must give your child an excellent education because looking at the child, the parents can judge what kind of people they are.</p>
The 5 th group	<p>In our opinion, in the <i>Word of Abai</i> # 10 a bay tries to find answer to the question "Why do people want to have a child?" People want to have a child, to have a heir or a person who will look after them. Yes, we agree with his words about a good child and a bad child. A good child is a support and future for parents. But to grow up a good child is difficult, you must give him a good education, learn him/her to be merciful. A bad child is a burden. May be, in future he/she will be greedy and cruel. So, before to have a child you should be ready for it. If somebody wants to have a good child, firstly, they should try to improve themselves. Education passes from a father to a son. Our children are our reflection.</p>

Analysing the speaking assignments of students, we concluded that students liked to work with quotations. All students attempted to understand the *Word of Abai* # 10 and expressed their minds about achievements of a child and differentiated a good and a bad one. In their speech, to prove their point of view they used nouns, adjectives, verbs on the "Cinquain" method. We see that these words help them to share their opinion concerning this quotation and to talk freely on this topic.

10. RESULTS

Having done all the stages of our research, we provided our students with the questionnaire in order to monitor the effectiveness of the "Cinquain" method and the efficiency of using *Abai's* work at English classes. This questionnaire consisted of 12 questions (Table 3).

Due to the result of our questionnaire, 98% of respondents consider that *The Book of Words* by Abai Kunanbayev affects positively and makes brilliant influence on young generation. From their point of view, the wise words and quotations should be used everywhere by everyone and the "Cinquain" method can help students to understand it in a very easy way. And approximately 2% of them are apathetic to this issue. Moreover, more than half of (95%) respondents believe that the "Cinquain" method can be justified. An estimated 91% would use the "Cinquain" method and would feel comfortable by understanding the meaning of the *Words of Abai*, while only 8% would refuse from the "Cinquain" method by reason of their

Table 3
Questions on efficiency of the Book of Words by Abai Kunanbayev

#	Questions	Answers			
1	Would you like to use the words of Abai at English lessons?	Always	Sometimes	Never	Seldom
2	What Abai's poems and works did you read?	The Book of Words	Masgut	Iskander	Spring
3	What language did you use to read the Book of Abai?	Kazakh	Russian	English	Others
4	What Words of Abai made a great impression on you?	1-10	11-20	21-30	31-45
5	How many quotations from the Abai's Book of Words do you know by heart?	More than 5	More than 10	More than 15	20 and more
6	What theme from the Book of Abai do you prefer?	Nationalities	Life & relatives	Human Peculiarities	Achievements
7	Did you like to work on the Book of Abai's Words during English lessons?	It was very impressive	It was boring	It was productive	It was difficult
8	What difficulties did you face working on the Book of Abai at English lessons?	There are many unfamiliar words	There are too many slangs and phrasal verbs.	There are too many rhetorical questions.	Misunderstanding of the headlines.
9	Was it possible to understand the content of Abai's Words with the help of a given headline in the Cinquain?	Yes, it was easy	No, it was unclear	It was confusing	It was complicated
10	Was every point of the "Cinquain Method (a headline, nouns, verbs, adjectives, quotation)" understandable for you?	Understandable	Effective	Difficult	Easy
11	Was the "Method of Cinquain" effective at English lessons?	Yes	No	Not always	Sometimes
12	What were the benefits of the "Cinquain Method" for you?	Language enrichment	Cultural enrichment	Valuable authentic material	Personal involvement

situation control about the *Book of Words*. According to the participants' opinions, the majority of them consider that understanding of any literature can be developed with the help of the "Cinquain" method because of understandable lines and due to variation of verbs, nouns, adjectives and the main quotation, it is possible to do experiments on understanding by using the "Cinquain" method.

11. CONCLUSION

We intended to show how important it is to use literature in teaching foreign languages in Kazakhstani Universities, especially *The Book of Words* of Abai Kunanbayev. We found the title of each part, verbs, nouns, adjectives, and quotation. *The Book of Words* has a great value in developing speaking, reading, writing, and listening skills of students. The "Cinquain" of Abai's work can be a pre-reading assignment for students and teachers to develop speaking and reading skills. After having some information about *The Book of Words* students can work individually, in pairs or in a group to discuss and share their opinions. The "Cinquain" method motivates the students by activating their imagination about Abai's work and even finding some valuable information.

The Book of Words seems to be the most suitable handout to enhance all four skills (reading, listening, writing, and speaking) in learning and teaching foreign languages (Collie and Slater, 1991). First, texts in *The Book of Words* are simple because of their length. Second, students can work on *The Book of Words* individually. Third, *The Book of Words* can be used in all stages of education.

We determined **4 benefits of *The Book of Words*** in English teaching. *The Book of Words* is valuable authentic material, cultural enrichment, language enrichment and personal involvement.

Any literature is an authentic material. *The Book of Words* reflects the authentic information from real life situations. Example: "Whether for good or ill, I have lived my life, travelling a long road fraught with struggles and quarrels, disputes and arguments, suffering and anxiety, and reached these advanced years to find myself at the end of my tether, tired of everything. I have realized the vanity and futility of my labors and the meanness of my existence" (the *Word of Abai* 1).

Through *The Book of Words* students can imagine full and colorful pictures of heroes. Example: "Parents, having increased their own herds, will do their best to ensure that their children's herds grow ever fatter, so that the livestock can be left in the care of herdsmen and they can indulge in a life of idleness – gorge themselves on meat and koumiss, enjoy beautiful women, and feast their eyes on fast horses" (the *Word of Abai* 2).

Through *The Book of Words* students become familiar with many features of the written language: English grammar structure of sentences, ways of connecting ideas, syntax, and individual lexical or syntactic items.

The Words of Abai foster students and help them with struggles and challenges of life. Students become enthusiastic when they feel close to the problems of the characters, and share their emotional responses, and moral quandaries. In order to use *The Book of Words* of Abai Kunanbayev in English teaching, we take into account students' needs, motivation, interests, and language level. The texts are relevant to the real life experiences, emotions, and dreams of students. It is a supreme resource for observing not only English language but also life itself. The world of short stories illuminates human life (Sage, 1987).

Thus, using *The Book of Words* in English teaching will enlarge students' worldviews about life and people; increase motivation to read authentic material; promote critical thinking; help to master skills to acquire information, identify problems, and formulate alternatives; provide a familiar context, and promote self-understanding.

These benefits lessen the stress of foreign language learning, because the cultural familiarity with the text helps students to feel more comfortable in the class setting.

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