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**КЫРГЫЗ ЖАНА АНГЛИС ТИЛДЕРИНДЕГИ  
ЭРКЕК КИШИЛЕРДИН СҮЙЛӨШМӨСҮНДӨГҮ КЫЙМЫЛ  
ТИЛИНИН САЛЫШТЫРМА АНАЛИЗИ**

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**СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЯЗЫКА  
ЖЕСТОВ В РАЗГОВОРЕ МУЖЧИН В КЫРГЫЗСКОМ  
И АНГЛИЙСКОМ ЯЗЫКАХ**

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**THE COMPARATIVE ANALYSIS  
OF BODY LANGUAGE IN MALE TALK  
IN KYRGYZ AND ENGLISH**

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Макалада пикирлештердин кыймыл тили жана ошондой эле суроо-жооптордун квантитативдүү жана квалитативдүү анализи каралган. Позитивдүү жооптун түрлөрү, кезек сактоо жана бузуу анализге алынган. Сүйлөшмөдө өзүнүн оюн аягына чыкмайын сөз бөлүүгө жана башка пикирлештердин кезегине карабастан улантуусу Азия эркектеринин жаши жана тажрыйбасы аздарга үстөмдүк кылуусун шарттайт. Америкалыктардын сүйлөшмөдө пикирлешин урматтоосу сөз бөлбөгөнү жана макулдугун сөз менен жана башын ийүүсү менен көрсөткөнүнөн байкалат. Алар суроолорго толук жооп берсе, кыргыздар кыска жооп берип да, чы деген сөздөрдү кошуусу байкалып, америкалыктардын кунт коюп угуусун далилдейт. Суроолор азыраак болуп, полярдүү жана өзгөчө суроолор берилет, декларативдүү суроолор диалогдордо жолукпайт. Кыргыз тилиндеги сүйлөшмөдөгү суроолордун аздыгы бир пикирлештин үстөмдүк кылганын айттып турат. Америкалыктардын сүйлөшмөсүндө тактоо максаты менен берилген суроолордун бар болгону, жана бардыгына толук жооп берилиши америкалыктар жакшы угуучулар экенин дагы көрсөтөт.

**Негизги сөздөр:** кыймыл тили, үстөмдүк кылуу, маданий айырмачылыктар, эркектердин тили, кайталоо, инверсияланган сүйлөмдөр, полярдүү суроолор, мазмундуу суроолор, кезек, сөз бөлүү, айтылган сөз, кезек сактоо.

В статье рассматривается язык жестов участников разговора, а также проводится анализ вопросов и ответов. Были проанализированы разные формы утвердительного ответа, соблюдение/нарушение очередности. Продолжение развивать мысль, начатую в предыдущем высказывании, невзирая на перебивания и другие высказывания у кыргызских мужчин, в то время как американские мужчины редко перебивают и выражают согласие verbally и киванием, косвенно указывает на доминирование

азиатов в разговоре с молодыми и неопытными. Американцы, в отличие от кыргызов, которые дают короткие ответы и используют частицы да, чы, оказываются более внимательными слушателями. Вопросы небольшое количество, имеются полярные, специальные, но нет декларативных вопросов. Меньшее количество вопросов в кыргызском разговоре говорит о доминировании одного из собеседников. В американском разговоре наличие уточняющих вопросов и тот факт, что на все вопросы даются полные ответы, свидетельствует о том, что американцы внимательные слушатели.

**Ключевые слова:** язык жестов, доминирование, культурные особенности, язык мужчин, повторение, инверсивные предложения, полярные вопросы, содержательные вопросы, очередь, перебивание, высказывание, очередность.

The aim of the article is to analyze the usage of body language by interlocutors in their speech together with quantitative and qualitative analysis of the question and answer forms. Utterances requiring different forms of agreement, observance/violating turn-taking have been analyzed. Holding the ground and continuing one's idea until it is exhausted despite overlaps, other turns, not reacting to intrusions in Kyrgyz males and following each other's ideas, hardly overlapping, expressing agreement and nodding in American males talk might be an indirect indication to Asian males' dominance in talk over younger and unaware of the subject listeners. American males, unlike Kyrgyz males, turned out to be better listeners giving full answers to all the questions in the talk, where as Kyrgyz men use shorter replies and such particles as chi, da and may leave questions without answer. There are a few questions in both talks, polar, special and no declarative ones. The least number of questions in Kyrgyz talk tell about dominance of one of the speakers. In the American talk the questions with clarification, the fact that all the questions are given full content answers prove Americans to be good listeners.

**Key words:** *body language, dominance, cultural specifics, male language, repetition, inversed sentences, polar questions, content questions, turn, overlap, utterance, turn-taking.*

The gender differences are vividly seen in conversation also, thus, reflecting the difference in the social behavior of men and women. The belonging to a definite culture is also an important factor in determining these differences. Though gender differences are not vividly seen in conversation, a closer study will reveal the differences. Among them is the nature of interruptions. A female interrupting a male is considered to be subordinating, while a male interrupting a woman to be assertive and dominant (LaFrance, 1992). In the same gender conversations analyzed in the paper, interruption is not considered as assertive or dominant, showing existing through centuries Asian male dominance over women and their solidarity and even not noticing this fact. In the article we analyzed the male talk between Kyrgyz men and the conversation between two American in order to find common and different features of the flow of the conversation.

The talk is about order in Turkish schools and disorder in one place of Kyrgyzstan. A. begins with telling that there people do not go bankrupt. At the beginning of the turn he looks at B. being absolutely confident in the information conveyed. He raises his hand at “al bankrot kylgan kishi bankrot kylbait da” because the piece sounds as a question due to “da”. He seeks for confirmation and attention of the listeners but also has to continue his turn because is willing to answer this statement himself. B. also looks at A. confidently with a new information.

Repairing polar question on line 5. is answered with “iyi”(yes in some places of Kyrgyzstan) and gives full explanation of what he means by “ysyrap”. In his long account B. either puts his hands on his knees, looks at the listeners, puts fingers on his palm, or puts hands together. All these gestures seek for confirmation, understanding and making conclusion. At the words “ozdoru” (themselves) and “baardygy” (everybody) B. `s hands are up stressing the word and down after it`s been pronounced. It is surprising for the interlocutors that students do the described things and, that`s why B. stresses them using also his body language. At B. `s word “syut” (milk) A. overlaps him predicting correctly that it is in a disposable packet. B. doesn`t pay much attention to this “intrusion” because he is willing to convey all the information to A. and C., so on line 13. he goes on the account with “those disposal packets”. Having

finished with packets he looks down seeming to express consent with the information, and immediately he continues his turn with “and there is no..”. The topic is different (orderly) but it is in the same turn because it also describes the whole picture about order. At the word “kocholordo” B. raises his hand to give image of outside. Also at the end of utterances finishing with “kocholordo” and “dzhokkenda”(turned out there is no) he looks at A. expecting solidarity in being surprised with the things he is conveying.

1. A. (looking at B.)Al dzherde boldu emne boldu depchi antkeni al bankrot
2. Kylgan kishi bankrot kylbait da (slightly raising his right hand) uzhe
3. bashynan otkon bolot da firmany ech kachan bankrot kylal bait antkeni bilet
4. al uzhe
5. B. (looking at A.) Ysyrap degen nerse dzhok eken da alarda
6. A. Ysyrap?
7. B. Iyi. Okuchulary tamak dzheit, tamak dzevatkanda okushat (looking at C.,
8. patting his knees, looking at A.) stalovyidan ozdoru (raising and gathering
9. hands) alyp kelishet ken da (hands on the knees) oshol dzherge le baary
10. oturat da (hands down on the knees) dzheshet da (gathering fingers of his
11. right hand putting on his left palm) chogultat (looking at C. and A.)tamagyn
12. dzhep butkondon kiyin idishterin chogultat (putting palms together) anan
13. kiyin baardygy (right hand up and down)syut [ichishetken]
14. A. [uhm. Adnarazaviy paket]
15. B. (hands together, looking at A.) oshol paketke buktop ozuncho
16. koyuvatyshpaiby (looking 14.down) anan stoldordu tazalap anan
17. mektepterde kocholordo (looking at A. raising left hand) lyuboile
18. pameshenyelerde neme dzhokken da (looking at C., raising his head)
19. uborshik degen 16.neme dzhogeken da (right hand aside, putting his knee
20. down the chair, looking at C.)

On lines 33-36 B. continues with telling about strict borders between the manufacturers using the table and showing how people mark and draw lines. A. just says “uhm”, not trying to tell that it is the same in Kyrgyzstan as he did in previous turns, because he is already

not sure about it, and he has to agree with B. In his next turn A. on line 40. overlaps B. with “not moving” because he already infers this information from the previous turn of B. on lines 39 and 41. B. gives out a statement with “da” which is alike the statement in line 36 with “chi” expects affirmative answer (yes, uhm or nodding).

33. B. (showing with hands on the table) ar bir strelka dzhe metka kylyp

34. koyotkenda (looking at 34. A. the table) myndai kylyp turup, myndai metka

35. kylyp koyot mnogu kyrychy stoldun ken da 35. biyakta mynday bolotken

36. anan bayagy (looking at C. and at the table) dzhuuganda tazalaganda kayra

37. oshol dzherge alyp kelip koyotkenda metka menen chi (looking at C. and A.)

38. A. uhm.

39. (looking at A.)parta ushul dzherge [turush kereken da]

40. A. [Dzhyldyrbai, uhm]

41. B. (looking at A, showing with hands) kayra dzhylganda biyakka dzhylyp

42. ketishi myumkyun da

On line 11. A. asks a question about interpreting. His hand is up and forward showing that there is something which is not clear. This something is about progress but B. has no chance to answer immediately because A. develops his ideas about the things: there are only two or three and overlaps A. in the next turn. His phrase “truth is they may guess” on line 13. is accompanied by several gestures. Looking forward is thinking about future of these children, wrinkling forehead is being discontent with the situation, rubbing eyes is about feigning tiredness [1]. He continues the turn with being upset about the situation. On line 15. he touches his elbow which may mean that he is subject to laziness of his students, he is disappointed and tries to “defend” himself from it. The elbow being touched by the opposite hand might be a 'blocking' behavior, unconsciously protecting the vulnerable chest from perceived danger [2]. He stresses that all the students can study. On lines 17-18 A. agrees with B. and continue his idea looking forward (thinking), looking at B. (expecting understanding) and patting the desk at the word “due” (stressing the correctness of what he is emphasizing).

11. A. Yeah, yeah. Do you (making right hand straight and showing forward)

12. want to interpret too? Three or two of them only that is the lack of

13. completing [reading assignments]

14. B. [Truth is they may guess.] (looking somewhere forward,

15. wrinkling up his

16. forehead, wiping his eye, brushing hair with his hand).It disappoints me I

17. don't think they are partly growing older (touching his elbow with right

18. hand) and they **all** can study at the university where they are supposed to

19. grow

20. A. Yeah. (looking away from B. to forward)I agree with that like(looking

21. at B.) there

On line 44. and 46. B. looks aside being not very comfort with the situation “it's very hard”, “that's true”, “short of”. Line 45 has gesture of continuous look at “responsibility” as A. will definitely understand this which is proved by stressful “yes” of A. in his turn. B's next turn is thinking and being not comfortable (looking aside), about the country's problem. He shows aside meaning school. After question form he opens up his hand meaning something which is not clear.

44. B. definitely is(looking before him). I think that's issue (looking

45. aside)...it's very hard, too, also because of responsibility (looking at A.

46. continuously) to help them mean financially that's true (looking aside) to

47. force them (collecting fingers of left hand and showing looking to the

48. left) that they are short of(collecting fingers of left hand looking aside)

The polar question on line 49. is answered with special clarifying question *Why?* Because B. is surprised that A. thinks the task is appropriate only for higher level students. His hand moves aside as if questioning together with the actual question. He answers his question himself. The answer has the status of a question because for A. it is doubtful that second-year students are able to complete the task. A. gives the answer “O`k” as if he would answer a polar question on line 68.

49. With students of higher level? (looking at B.)

50. B. Why? (moving left hand aside, looking at A.) Mostly second year

51. linguistics students (moving left hand from right to left)

52. A. O`k.

Discussion the Kyrgyz conversation structure

The conversation consists mostly of the turns of B. and A. at the end. Moreover, B. holding the ground

doesn't give in other participants. The reason is that he is the most aware of the information, C. is not very talkative and C. just shows respect if even his ideas are overlapped.

The body language consists of looks, hand movements, nodding. Looking at the listener takes place at the beginning of an utterance aimed to call for or expect understanding. Looking down takes place at the beginning of an account about something when the speaker is in the process of thinking and continuing his speech. Hands forward mostly mean progress and good sides of things. Hand aside – after a question, discontent with something, cleaning something; hand down – putting down, throwing out, sitting and doing something. Raised hand denotes something up, question. Hands close to each other – a bad outcome of the matters. Hand up and down denoting something people do but with bad consequences.

In some turns, listeners foresee the content of the following turns with a word. The speaker either expresses confirmation with “yes” or repeats the word at the beginning of his turn or inside the turn, or doesn't react to it and continues with his new turn. The last one takes place when such intrusions happen several times and the speaker thinks it is not worthy to pay attention to them. This is mostly peculiar to men – not to pay attention to intrusions into their speech. Moreover, B. being a leading speaker in the talk, throughout the whole talk sticks to one topic and despite intrusions and overlapping continues his account about schools until the topic is exhausted.

The talk has only two questions: one polar other initiated repair question “Ysyrap?” which is answered by “iyi”(yes) and one special question “Kantip oilondu oshol oidu?” which the speaker asked himself inside his turn and nobody answered it. There are utterances which contain component “da” (in the meaning of “isn't it”) (lines 4, 16, 24, 27, 39, 42, 50), which are either answered by question+confirmation (lines 5-6), attempt to explain the reason for the information conveyed (line 18, 25), nodding (line 28), continuation of the utterance in another turn+“uhm”, “uhm” (line 43), by another turn with absolutely other information (line 51). One utterance containing component “chi” (line 36), (particle used to confirm something already having been said) which is answered by “uhm” (line 38).

Also, there are utterances which are answered by “aa”(line 32), repetition (line 67) or answered indirectly inside the following turn (lines 63, 70).

There are some code-switched words inside the talk. We just chose some vividly seen ones. Uzhe (line

3), stalovyi (line 7), adnarazaviy (line 12), lyuboile pameshenyelerde (line 15), uborshik (line 15), prafesiya (17), komnatlar (line 19), kazdyi samastayatelnyi (line 25), prazvodstvada (line 31), strelka (line 33), metka (line 33), mishat (lines 44, 48), kryshka (line 63), musar (lines 61, 75, 76), eshe (line 79). These words are frequently used in order to be understood quicker – everybody uses them though they are Russian words. Among them the words “uzhe” and “adnarazaviy” are difficult for translation into Kyrgyz.

Some sentence structures are inverted (lines 16-17) or have repeating words (lines 29-30) or abrupt ones (lines 20, 26, 27, 31, 45, 61, 65). If the inverted form takes place because the speaker has difficulty at remembering a word but at the same time willing to continue his account, the repetition tells about thinking process during the speech. Abrupt sentences happen because of overlapping or inability to continue the turn and taking the turn by another speaker.

The conversation is about reading assignments these two teachers give to their students. The overall idea is about inability of students to complete the tasks. At the beginning B. tells about pointless advancing in teaching. The answer to this is “yeah”. There are several such adjacency pairs, though some questions are not followed by confirmation/negation. On line 5 there is a question which on line 6 is answered with explanation of what assignment A. is going to give. The question on line 5 is accompanied by showing right palm up (sign of uncertainty) and looking at B.(expectancy of answer). Scratching shoulder is the sign of being not very confident about the idea suggested. When he tells “it's hard” he looks at A. seeking for understanding because A. is older and supposedly more experienced about the question.

Discussion the American conversation structure.

The conversation has a few questions and answers. This is reasoned by the fact that interlocutors are both instructors and having common professional interests do not have many questions to each other about the discussed topic. There is only one full-fledged question on line 65., though it is not structurally full. However, this polar question is answered only after a clarifying question on the next turn. Other polar questions (lines 5, 11) are not given just yes/no answer. The question on line 5 is given full content answer, question on line 11. is followed by a comment. It is overlapped and given full answer as the respondent gets the idea of the question quickly.

Looking at the listener, especially long look, takes place in expectancy of understanding. Looking aside

meaning thinking is also for being is a bad state, feeling oneself in discomfort or unhappy because of the discussed things. Looking down is for thinking what to say, mostly at the beginning of a turn. Looking forward denotes thinking about future or other imaginary things.

Nodding together with expressing agreement by a listener, may be used by a speaker when he supposes the listener will agree with him nods instead of him inside his unfinished turn. Scratching shoulder signifies being not confident about the suggested idea. Touching one's own elbow [3] designates feeling upset with an unpleasant situation and willing to protect himself from it. Opening up one's hand happens together with a question or any unclear situation. Moving hand aside may denote questioning and progressive or encouraging things. Moving from left to right is at positive things. Moving hand forward and up is at progressive and strategic things. Putting hand(s) on a desk is for showing the things discussed are very important. The conversation contains lots of "yeah/yes" turns which follow narration.

#### Conclusion.

As in the first conversation one speaker is leading with unknown topic, unlike the second talk where the two males are colleagues and know the subject discussed equally well, there are some extra body movements in the first talk. These are: hand down for putting down, throwing, sitting and doing something; hands close to each other – a bad outcome of the matters; hand up and down denoting something people do but with bad consequences; looking at the listener when conveying unusual, unexpected things for the listeners. However, these body movements might be the same if the circumstances of the second talk are close to the first one. Also, in American talk touching elbow justified sign of defense and lack of confidence was accompanied by scratching shoulder.

In the first talk one leading speaker holding the ground is not willing to give it and continue one idea until it is exhausted throughout the whole talk despite overlaps, other turns, moreover, even not reacting to intrusions close to the end of his account. Nothing of the kind happens in the talk of American males: they follow each others' ideas, hardly overlap, observe turn sequence, mostly express agreement with "yeah" and nodding. Thus, it might be an indirect indication to Asian males' dominance in talk over younger and unaware of the subject listeners.

In Kyrgyz conversation turn containing affirmative answers with "uhm", "yes" or nodding, except for questions, followed after utterances having component "da", "chi", which may indicate at expectancy of support from others, and at the same time readiness to help, while in the American talk there are no such particles but whole statements.

Both talks contain a few questions. In Kyrgyz talk there is only one polar question which is given confirmative "yes" and one content question without answer. In the American talk there are three polar questions one of which is clarified with a special question. All the questions are given full content answers, thus proving Americans being better listeners.

There are no declarative questions in both talks proving the talks are not about everyday things which are known to the speakers.

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