ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ
имени АЛЬ-ФАРАБИ

«ФИЛОЛОГИЯ, ЛИНГВОДИДАКТИКА ЖӘНЕ АУДАРМАТАНУ: ӨЗЕКТІ МӘСЕЛЕЛЕРІ МЕН ДАМУ ТЕНДЕНЦИЯЛАРЫ»
атты халықаралық ғылыми және оқу-әдістемелік конференция
МАТЕРИАЛДАРЫ

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MATERIALS
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Алматы, 2020 жыл

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2020

БОЛАШАҚ МҰҒАЛІМДЕР МЕН АУДАРМАШЫЛАРДЫ КӘСІБИ ДАЯРЛАУДЫҢ ТЕОРИЯСЫ МЕН ӘДІСТЕМЕСІ

ОРТА МЕКТЕП ПЕН ЖОО-ДА ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ЗАМАНАУИ ТЕХНОЛОГИЯЛАРЫ

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IMPLEMENTATION OF MODERN TECHNOLOGIES INTO LANGUAGE RELATED EDUCATIONAL PROGRAMS

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Key words: foreign language acquisition, modern technologies, informative and communicative technologies, survey, distance learning, interactive toolkit.

Introduction

Issues of the applicationof contemporary technologies in both teaching and studying languages have become of utmost importance and been analyzed in the XXI century.Usually, under modern educational tools informative and communicative technologies are understood which may include not new ways and methods of teaching, innovative approachesto the educational process. Should the teachers employ modern technologies into the educational process of language related disciplines, students will definitely augment their language skills by qualitatively training all aspects of foreign languages which include listening, reading, writing, speaking and grammar. Nowadays, owing to the pandemic of covid19, all teaching staff have faced a plethora of challenges regarding the transition to the distance learning. Therefore, modern pedagogical technologies, such as collaborative and interactive learning, project methodology, use of digital technologies, Internet resources, help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account students' abilities, their level of language training, and aptitudes. Current world state of affairs has put its imprint on all spheres of people's lives including educational system. The need to adapt to the current circumstances in a timely manner has forced the world scientific and educational community to adapt in a short time by introducing informative and communicative technologies into the learning process. Nonetheless, people ought not to disregardthe significance of teaching and learning that tend to be social activities and demandeye-to-eye contact and physical presence of both teachers and students. Hence, technologiesassist to simplify the educational process but do not substitute traditional lectures, seminars, laboratory and project works [Bates & Poole, 2003].

Literature Review. Multimedia equipment, Internet-based technologies, distance learning tools and other software applications have been prioritized in the shortest time period [Daniels, 2002]. These days, the global community regards informative and communicative technologies as an indispensable of the learning process as they are designed to facilitate the acquisition of foreign languages in particular.

Informative contemporary technologies of teaching foreign languages may involve the following tools:

− software applications needed during the lectures for presenting the information so that students could visually perceive the data (Prezi, Canva, PowerPoint, Google Slides, SlideBean, Apple KeyNote);

− videos for practicing listening skills and reading comprehension as well if the subtitles are used (YouTube, Vimeo, XPlayer, VLC, Dailymotion);

− conference toolkits that are extensively spread in the educational process (Zoom, MS Teams, Google Meet, BigBlueButton, Whereby, Skype/Skype for Business);

− different language teachers' blogs (@english.maria.batkhan on Instagram; Marina Mogilko [https://www.youtube.com/channel/UCLJl8-mbCfolWMkh1F1qfjA]);

− Wikipedia;online dictionaries and pictionaries, which seems to be extremely useful when students have problems with memorization of new vocabulary;

– interactive books (Oxford Learners' Bookshelf –https://www.oxfordlearnersbookshelf.com/home/main.html];

– interactive whiteboards (Miro, Stormboard (Web), Whiteboard Fox);English websites for language learnings purposes;

– search site (Google, Yandex, Rambler).

Written manuals are no longer necessary, digital era demands teachers to adapt them in a more interactive and attractive way creating additional materials. This can be done by altering the content (creating graphic images, updating the dialogue), facilitating the content, reviewing the content – making puzzles, quizzes, slideshows and introducing online games, flashcards, songs and videos to the material, etc. [Korlotyan, 2015].

Allegedly, as W.J. Pelgrum and N. Law claimunderstanding of the word «computers» was replaced by «information technology» towards the end of the 1980s, which suggest a shift in emphasis from electronic technology to the ability to process and recall information.In 1992, the term «informative and communicative technologies» was created when the first e-mail letters began widely accessible to people [Pelgrum, Law, 2003].

Applicable and accessible modern technologies and devices such as instant messaging, video conferences, broadcasting, electronic voice response applications are used in the language learning process for many purposes [Bhattacharya, Sharma, 2007; Sanyal, 2001; Sharma, 2003].

Gökhan Orhan declares in his scientific outcomes that teaching new words using interactive approaches alongside modern applications should be prevalent. O.Gökhanasserts that mastery of vocabulary is an integral part of language learning and finds vocabulary to be a helpful additional help for language learning [Gökhan, 2016].

In Kazakhstan, challenges of penetration of informative and communicative tools into the language learning process were widely discussed by such linguists and educators as G.B. Sarzhanova, S.V. Romanenko, A.M. Zatyneyko, A.B. Zhetpisbayeva, B.A. Beisenbayeva.

Significance of the research. Introduction of modern technologies into language related disciplines has contributed to enhancing knowledge interactionand interpretation, and accounts for time-space versatility. These potentials indicate improvements in teachers' engagement approaches, procedures in teaching and learning, giving way to emerging circumstances that favor individual and collective learning.The foundation for progress in the educational sphere has been provided by the implementation of ICT at universities and colleges. Digital technologies are, by their very existence, devices that facilitate and promote autonomous learning.Due to the proliferation of telecommunications in the learning process, students get deeply involved in language acquisition. In 2020, our educational process is heavily relying on Internet based sources and technologies as well as computer-based, learner-centered aids for knowledge construction. A few reasons for using technologies in language teaching can be presented. First, theyencourage motivation and self-discipline, offerthe chance to participate in both autonomous or collaborative activities. Computer and Internet related toolkit and applications may also ensure the reception of feedback from students in a faster way. What is more, these technologies have a positive influence on students as they contribute to time saving and better explanation of information with the help of various devices. Ultimately, using materials from the Internet teachers can provide learners with authentic English content for training their comprehensive skills. It is assumed thatmixed learning techniques may serve as the most beneficial method of university learning due to the existing abundance of advantages of both online and offline education practices.

Research objectives:

- to define the main modern technologies and degree of their implementation in the language related disciplines;

- to analyze the usefulness of informative and communicative technologies in the language learning process;

- to highlight the importance of certain interactive toolkits based on the respondents' opinions;

- to determine the students' awareness and motivation in the course of language training with the help of computer and Internet based technologies.

Research methodology. In this paper, several scientific method have been implied in order to conduct this research and observe the current state of affairs in the educational process with regard to the pandemic of covid19. Descriptive analysis has been used as a main technique for analyzing the data. In order to assess students' attitude to the learning process, they were asked to respond to the questions in the survey. Moreover, comparative, component and method of definitional analyses have also been employed in this article.

Data analysis. In order to address the set objectives there has been a decision to conduct a structured survey, which will justify the importance of usage of modern toolkits and technologies and their implementation into educational process of language related disciplines. For this reason, it is crucial to identify

general features of people who have taken part in the survey. Students who are studying at Faculty of Philology and World Languages of Al-Farabi Kazakh National University have been involved in the structured survey. Overall number of both undergraduates and postgraduates equals to 100.

Table 1 – Academic degree levels

| Academic degree level	Number of students
Undergraduate students (1/2/3/4 year bachelor students)	75
Postgraduate students (1/2 year master students)	25
In total:	**100**

It is advisable to use the organized survey approach in this paper to effectively execute the research objectives and collect representative results. This is the most popular style of scientific study and at the same time, a method of primary evidence processing is commonly used. The analysis includes an appeal to the direct carrier of the problem examined and is directed at certain elements that do not facilitate direct observation.

The survey participants were asked to share their opinions on the issue of implementation of informative and communicative technologies and its possible benefits and drawbacks.

Results/Discussion. Data analysishas revealed that there were 100 students in total, male students account for 7% (7 men), female students account for 93% (93 women). This information can be clearly seen on Table 2 and Figure 1.

Table 2 – Gender division of the respondents

Gender	Amount of:	
	People	percentage, %
Male	7	7
Female	93	93
In total	**100**	**100**
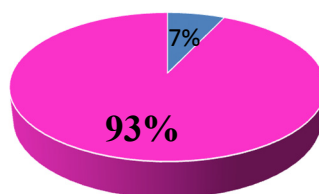
Figure1 – Gender division of the respondents

In comparison to the overall number of people who have answered the questions, figures indicate the number of respondents who got each of the responses.

Certain findings haveachieved in the data analysis.

Question 1:*»In the course of language related disciplines do the teachers implement the usage of modern technologies?»*

Table 3 – Division of students' responses to question No.1

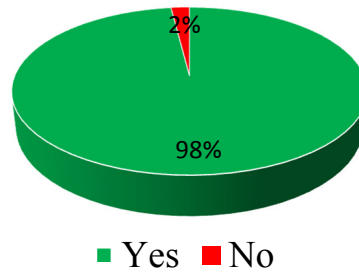| Response option	Text of the response	Actual number of responses	% from actual number of responses
a)	Yes	**2**	**2**
b)	No	**98**	**98**

Figure 2 – Division of students' responses to question No.1

According to the obtained information on Table 3 and Figure 1, it is reasonable to infer that the spread of coronavirus has led to penetration of computer and Internet based technologies in the language learning process and course curriculums as well. A vast majority of students claim that nowadays educators are highly interested in employing such tools with the aim of simplification and interaction during language classrooms.

Question 2:»*Could you assess the level of the English language that you currently possess?*»

Table 4 – Division of students' responses to question No.2

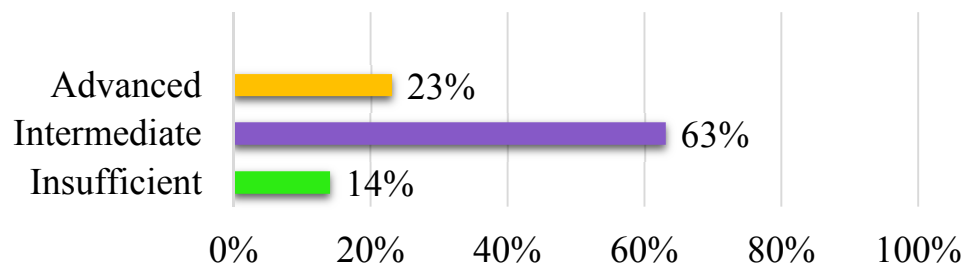| Response option	Text of the response	Actual number of responses	% from actual number of responses
a)	Advanced	**23**	**23**
b)	Intermediate	**63**	**63**
c)	Insufficient	**14**	**14**

Figure 3 – Division of students' responses to question No.2

Having analyzed the students' responses on their English level evaluation, it is possible to say that respondents meet the requirements of language related disciplines, only a minority of learners assess themselves as having insufficient knowledge (14%).

Question 3:»*In your opinion,which Internet technology and teaching materials effectively address your needs in learning the English language?*»

Table 5 – Division of students' responses to question No.3

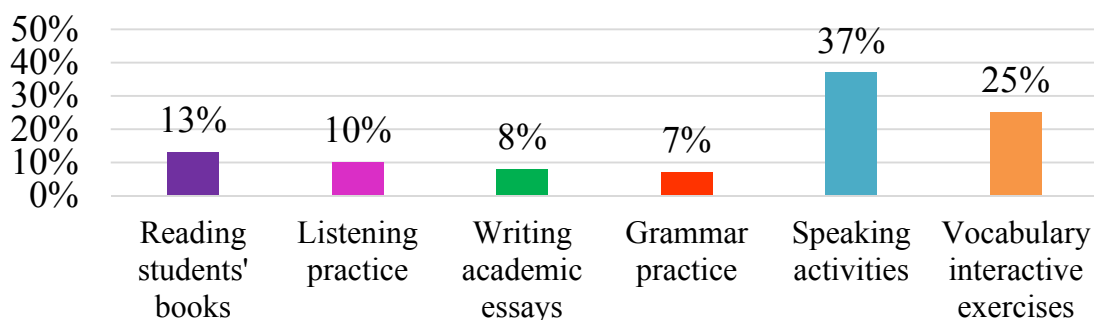| Response option	Text of the response	Actual number of responses	% from actual number of responses
a)	Reading students' books	**13**	**13**
b)	Listening practice	**10**	**10**
c)	Writing academic essays	**8**	**8**
d)	Grammar practice	**7**	**7**
e)	Speaking activities	**37**	**37**
f)	Vocabulary interactive exercises	**25**	**25**

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Figure 4 – Division of students' responses to question No.3

With regard to Table 5 and Figure 4, the following results can be received: speaking activities are considered the most prevalent aspect of language learning that attention should be paid to (37% of respondents). The second most important aspect of the language is regarded vocabulary interactive exercises – a quarter of both bachelor and master students have chosen this option. Different applications such as Kahoot and Quizlet may facilitate the process by providing aid with visual presentations needed for better memorization. Grammar practice and writing academic essays are thought to be the least necessary activities depending on the students' answers, 7% and 8% respectively.

Question 4: *«Which contemporary technologies are mainly implemented into language learning process?»*

Table 6 – Division of students' responses to question No.4

| Response option	Text of the response	Actual number of responses	% from actual number of responses
a)	Interactive student's books/workbooks	**75**	**75**
b)	Software applications for presentations	**34**	**34**
c)	Videos/videos for speaking practice	**26**	**26**
d)	Videos/audios for listening practice	**41**	**41**
e)	Conference toolkits	**97**	**97**
f)	Communication practice materials	**81**	**81**
g)	English language blogs	**12**	**12**
h)	Online dictionaries	**21**	**21**
i)	Interactive whiteboards	**18**	**18**
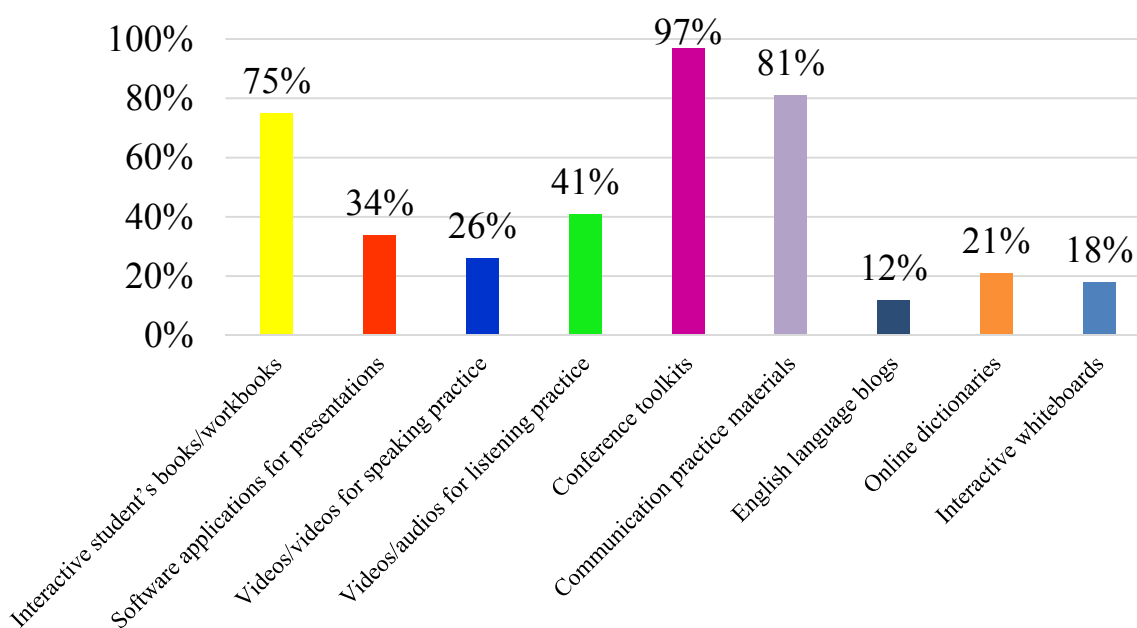
Figure 5 – Division of students' responses to question No.4

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Having examined the data received from respondents who are studying at Faculty of Philology and World Languages, several obvious trends can be shown.

As Table 6 and Figure 5 present that conference toolkits such as Zoom and MS Teams (97%), communication practice materials created by the teachers themselves (81%) and interactive student's books/workbooks (75%) are used by particularly all educators during their lectures, seminars and practical classrooms.

The least popular interactive contemporary technologies integrated in the learning process are online dictionaries and pictionaries (21%), interactive whiteboards (18%) and English language blogs (12%).

It should be noted that respondents were asked to choose more than one answer so that the total number does not equal to 100%.

Conclusion. Benefits of implementation of informative and communicative technologies should be seen by both educators and students as they perform fundamental function in the foreign language acquisition. Before introducing any type of modern technology, teachers have to take into consideration students' preferences and goals that should be fulfilled with the aid of the definite tools. Attention must be paid to the students' level of language knowledge as all the materials have to be chosen and integrated in compliance with their capacities. Traditional course books and manuals should be complemented by extra materials and ready-made activities taken from the Internet. Teachers have to attract their learners' concentration by the means of diverse English language resources that are available on websites. This offers a fantastic opportunity to integrate true content into the learning process and create a real-life atmosphere for contact with foreign languages.The Internet-based project practice leads to the growth of English fluency and skills by pupils, making the learning process real for contact circumstances in life. This enhances critical reasoning capacity.

To conclude with, it is necessary to mention the major advantages of modern technologies that make them worthy adding into the educational process. Thanks to the existing diversity of interactive tools, both subjects of learning process are able to choose the corresponding way for themselves. Next, mobility is one of the main benefits which allow students and teachers to conduct lessons in a more convenient way. The Internet is full of authentic materials the usage of which will contribute to creation of English speaking environment in the classroom. In addition, instructional content is diverse and accessible and implies a vast range of various techniques and processes, interactive and convenient educational management resources.

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