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БАЯНДАМАЛАР ЖИНАҒЫ**

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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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- a storyteller game to demonstrate the ability to write competently based on the spelling rules of the English language and compose the text according to the situation;
- translation of texts in accordance with the interests of the work, mastering terms and concepts that can improve professional skills in accordance with the requirements of the time in order to remain competitive in market relations;
- timely access to new information in English to keep up with the study of innovative technologies at a time when people around the world are being updated so quickly;
- understand the grammatical nature of sentences in English, distinguish from which side (by category of person) the word is pronounced, by its meaning in the sentence and observe the necessary labels in the oral and written text;

At first glance, such a goal setting for teaching English in higher professional education has existed for the last centuries. Therefore, those who received higher professional education in those years are well aware that the texts included in textbooks and grammatical means to ensure that the student receives information in the specified language consist of informative sentences in English. This is not the case now, but after the knowledge gained by the student will be determined by the global competitive labor market, the competence of a specialist provided with such information is to use this language in a speech-communicative variety of communications and to show competence in participating in international competition.

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THE ROLE OF WEB2.0 SERVICES IN IMPROVING EFL LEARNERS' SPEAKING SKILLS IN L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY

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Introduction

Nowadays technology plays a great role in modern classroom. Especially Web2.0 services have rapidly become tools of choice for language teachers, who have discovered that these tools provide audio and visual materials to support teaching and learning processes. Teachers with no programming skills can publish their own journals, photographs, videos, podcasts, wikis, interactive presentations, and more [1, p.2]. Educators without specific knowledge in computer sciences are able to create interactive games, presentations, platforms for educational purposes so easily as never before. Web2.0 services usually are not expensive, affordable everywhere and even can be used for free. The definition Web2.0 firstly was given by Tim O'Reilly in 2005 who introduced the concept of "Web2.0". He offers definition that: "Web 1.0 was about connecting computers and making technology more efficient for computers. Web 2.0 is about connecting people and making technology more efficient for people." [2]. While decreasing the significance of the computer itself as a platform for information delivery, Web 2.0 continues to develop new ways for huge groups of people to interact and exchange information. While, earlier people had an access to the internet only by computers and weren't able to create a content by themselves, when they were just "readers" in the world web and used ready-made materials for their work. Nowadays there are numerous digital tools, which them people are allowed to have an access to the internet from all parts of the world. Internet consumers became "writers" from "readers" and are able to post their own contents in a global stage. There are many benefits of using e-tools especially in a foreign language classroom. The main point in this study is surveying of most common and appropriate e-tools used by EFL teachers in improving students' speaking performance in L.N. Gumilyov Eurasian National University.

Statement of the problem

Fery Kurniawan states that speaking is one of the most important skills in a language. EFL learners are considered to be successful if they can communicate effectively in the target language [3]. However, speaking seems to be most challenging language skill for EFL students. Language teachers' experience also confirmed that EFL students at L.N. Gumilyov Eurasian National University face speaking difficulties on fluency and coherence, lexical resources, grammatical range, accuracy and last but not least pronunciation. Students usually struggle in expressing their own ideas, thoughts. They usually overthink on their speech and due to the repetition and hesitation students are usually unable to speak fluently. Ali Derakhan states that speaking doesn't cover just basic knowledge of linguistic feature; linguistic feature of the message expanding oral communication requires more that memorized vocabulary and grammatical comprehension. He assumes that the main obstacle of learning speaking for EFL learners is contradiction between class materials and courses, so that majority of the teachers do not facilitate situations for real practice in speaking. Actually, by learning a foreign language in a classroom, EFL learners usually are not able to use a language outside the classroom. It should be vice versa; teachers should take into account learners' interest and needs. Learners should use a second language to be able to fulfill their basic need in everyday life. Learners should take part in oral activities to exchange spontaneously their thoughts, opinions and ideas in second language speaking [4]. Research conducted by A. Toleuzhan, G. Sarzhanova, S. Romanenko, E. Uteybaevna and G. Karbozova at schools for gifted children located in the central part of Kazakhstan shows that using EFL YouTube videos helped in advancing learners' oral production. The participants had positive attitude towards using EFL YouTube videos to develop speaking skills. The highlighted that the main reason of positive perception of EFL YouTube videos by secondary school students lies in the opportunity that provides the platform, where the process of language acquisition comes with ease and enjoyment [5].

Purpose of study

The current study focuses on the use of Web2.0 applications among EFL teachers to improve EFL learners' speaking skills in L.N. Gumilyov Eurasian National University. The integration of

Web2.0 services into the methodology of teaching English as a foreign language makes it crucial to investigate the use of Web2.0 services in rigorous way. The study aims to define teaching approaches and most common e-tools to teach speaking that EFL teachers usually use in their classrooms in L.N. Gumilyov Eurasian National University.

Research questions

This study aims to answer the following research questions:

1. To what extent do EFL teachers use Web2.0 applications to improve EFL learners' speaking skills in L.N. Gumilyov Eurasian National University?
2. Is there a significant difference in usage of Web2.0 applications by EFL teachers to improve specific speaking skills (pronunciation, fluency and etc.) of EFL learners' in L.N. Gumilyov Eurasian National University?
3. Is there a significant difference in usage of Web2.0 services by EFL teachers according to their academic degrees and years of working experience in L.N. Gumilyov Eurasian National University?

Methodology

Design

This study adopted the quantitative research approach using a cross-sectional survey for data collection. Survey was conducted online and the instrument was an anonymous questionnaire, which was developed to investigate EFL teachers' perceptions of using Web2.0 applications to improve EFL learners' speaking skills in L.N. Gumilyov Eurasian National University.

Participants

The participants composed of 20 EFL teachers and 2nd year master's students of the Philological faculty, The Foreign Languages Theory and Practice Department of L. N. Gumilyov Eurasian National University. They included both male (15%) and female (85%) participants. The participants' age ranged from 18-24 to 55-64 years old. The participants were aware of Web2.0 applications and actively used them to teach speaking in their EFL classrooms.

Instrument

A comprehensive questionnaire was developed based on the literature review. The questionnaire consisted of two sections and was posted in English language. **Section 1** focused on collecting demographic data including place of origin, gender, age, academic degree and working experience. **Section 2** contained 5 questions examining these indicators: teachers' perceptions of usage Web2.0 applications to improve students' speaking performance in EFL classroom, the list of common e-tools aimed to improve speaking skills (Pronunciation, Narrative Speaking, Informative Speaking, Demonstrative Speaking and Persuasive Speaking) of EFL learners during the lesson, frequency of using Web2.0 applications to improve students' speaking performance in their everyday classrooms and last but not least, the extent teachers want to use Web2.0 applications in EFL classrooms. For the last question a ten-point Likert scale was used to measure questionnaire item. The items for the first and second indicators were ranked from strongly agree (10) to strongly disagree (1). Undecided was used as a middle point (5).

Data collection

To conduct a survey, we have developed online anonymous questionnaire specially to answer 3 research questions. Data was collected from 20 EFL teachers and 2nd year master's students of Philological faculty, The Foreign Languages Theory and Practice Department of L. N. Gumilyov Eurasian National University. The link was sent to the WhatsApp chats of teachers and master's students, as it was deployed online using Google Forms platform. The participation in the study was voluntarily and participants were under no obligation. They were informed before taking part in our survey.

Data analysis

Summary from the Google Forms and descriptive statistics were used to analyze data. The descriptive statistics were used for overall mean scores of the different investigated variables.

Results

Figure 1 shows that participants' work experience varies from 1-10 years to more than 15 years. 35% (7 EFL teachers) completed doctorate degree, 60% (12 EFL teachers) master's degree and one participant answered, that she completed 5 years long specialialitate. According to the responses given by them, 60% of them (12 EFL teachers) teach undergraduate students, 20% (4 EFL teachers) postgraduate students and 20% (4 EFL teachers) both of them.

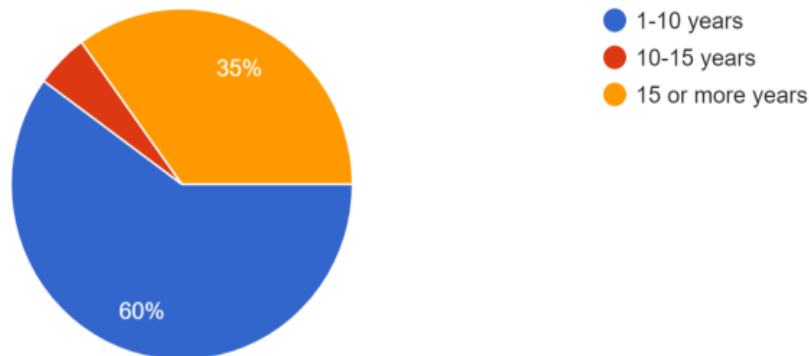


Figure 1. EFL teachers' work experience

From the Figure 2 we can see that 75% (15 EFL teachers) teach general English, 35% (7 EFL teachers) teach Test Strategies, 15% (3 EFL teachers) teach Business English and 5% (1 EFL teacher of each subject) teach CLIL/STEM, Academic English, English for specific purposes (ESP) and Linguistics disciplines.

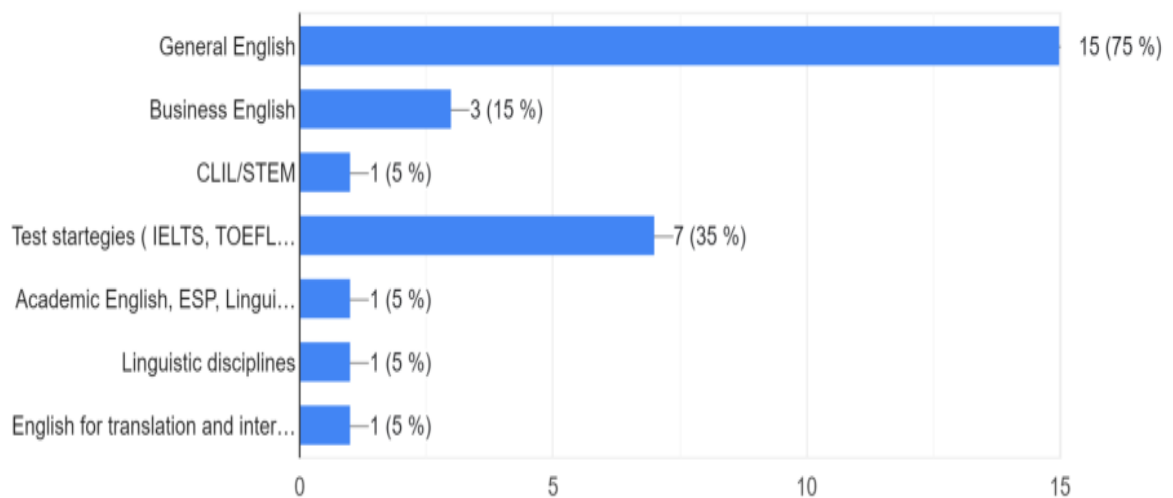


Figure 2. EFL teachers' teaching disciplines

Figure 3 illustrates the frequency of usage Web2.0 applications by EFL teachers to improve students' speaking performance in L.N. Gumilyov Eurasian National University. We see that 45% (9 participants) use Web2.0 applications almost every lesson. 30% (6 participants) prefer to use Web2.0 applications once a week, while 25% (5 participants) use Web2.0 applications once in a month.

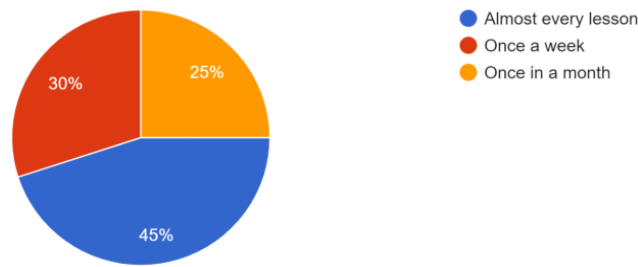


Figure 3. EFL teachers' frequency of usage Web2.0 applications

Figure 4 provides information about the most common Web2.0 applications, which are used among EFL teachers of the Philological faculty, The Foreign Languages Theory and Practice Department in L. N. Gumilyov Eurasian National University. We are able to see that Miro, BBC learning English, Podcasts and Ted talks are the most popular platforms among them. Some teachers provided more e-tools by choosing the button: another answer. They are: Nearpod, Speech Repository 2.0, Kahoot and Plickers. 80% of EFL teachers use e-tools to improve pronunciation, 65% to improve Narrative Speaking, 40% to Improve Persuasive Speaking and 35% was given for both speaking skills, as Informative Speaking and Demonstrative Speaking.

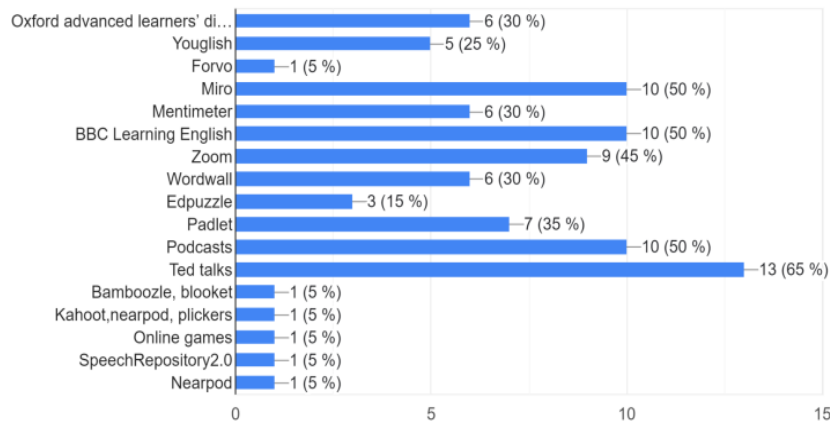


Figure 4. The rate of usage most common Web 2.0 tools to developing speaking skills

Figure 5, results of Likert Scale illustrate that only 20% (4 answers) of participants strongly agree that the usage of Web2.0 applications help language teachers to improve EFL learners' speaking skills in L. N. Gumilyov Eurasian National University. 60% (12 answers) agree; 15% (3 answers) were undecided, while vice versa 5% (1 answer) strongly disagree with this statement.

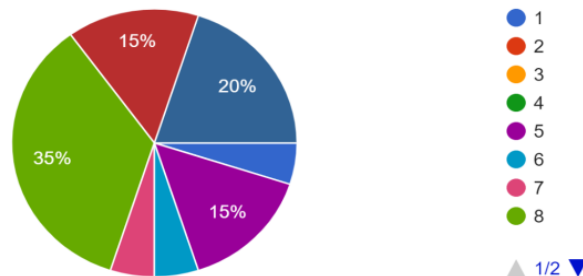


Figure 5. Results of Likert scale of EFL teachers' perception of Web2.0 applications

Discussion

Based on the results presented above, this section discusses the findings of the study. The results show that EFL teachers use Web2.0 applications mostly to improve pronunciation skills of their students. Oxford advanced learners' dictionary (8thed), Youglish and BBC learning English

are the most common Web2.0 applications used to improve pronunciation of EFL learners in L.N. Gumilyov Eurasian National University. The majority of teachers mentioned that teaching the right pronunciation skills is very important in an EFL classroom among undergraduate students. Teachers who chose e-tools as: Mentimeter, Wordwall, Miro and Padlet teach Narrative Speaking skills in their EFL classrooms. Ted talks, Zoom, Edpuzzle and Speech Repository 2.0 were chosen, as tools to teach Demonstrative and Persuasive Speaking skills.

The results show that majority of teachers in the age group 18-24 years old, who hold master's degrees and with less than 10 years of working experience use Web2.0 applications almost every lesson. They believe that using e-tools in their classrooms will make their lessons engaging and interesting, regardless the teaching objectives and aims of their lessons. They highlight that using Web2.0 applications is an effective way of teaching. Web2.0 applications can help students to overcome their language barriers and help them to make comfortable atmosphere during the lesson. They prefer "modern ways" to teach foreign language and like using digital tools in their classrooms (computers, laptops, audio-recorders, tablets and smartphones).

EFL teachers with more than 10-15 years of working experience and, who completed doctorate degrees, are highly accurate in using these e-tools. They have mentioned that each e-tool should be used in a proper way. By saying it, they mean Web2.0 applications should be chosen accurately related to the aims, objectives of the lesson and language skills, which are going to be taught or improved during the whole time of the lesson. Still, they believe that the usage of Web2.0 applications provides necessary speech patterns and samples for learners. They assume, that the usage of Web2.0 applications provides relevant access to the relevant materials, and make possible to assess some of the great historical speeches, speaking performances. However, Web2.0 applications will be useful and effective pedagogical tools of teaching language in an EFL classroom, only by proper usage and by having clear objectives and clear instructions each time we use them.

Conclusion and recommendations

In conclusion, this study was conducted to investigate EFL teachers' perceptions of using Web2.0 applications to improve specific speaking skills of students in L.N. Gumilyov Eurasian National University. It also assessed the extent of teachers' use of most common e-tools to improve speaking skills in their EFL classrooms. In addition, this study explored the difference of usage Web2.0 applications between well experienced and novice EFL teachers, according to their years of working experience, academic degrees and their aims in using these Web2.0 applications. The participants in this study were composed of 20 EFL teachers from the Philological faculty, The Foreign Languages Theory and Practice Department of L. N. Gumilyov Eurasian National University.

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