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## **Online services in teaching the Kazakh language as a foreign language**

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### **Abstract**

The article is about the implementation peculiarities of online services in teaching Kazakh language as a foreign language via comparative qualitative research methods. As a result, the research done in terms of this article extensively analyzes three educational platforms suggested for learners work and discussion, benefit of an online service which was chosen as the most effective and comfortable one in teaching Kazakh as a foreign language to language learners, and the strengths over other platforms. In conclusion, the use of ICT can enhance the effectiveness of the learning process and increase the involvement of foreigners in learning the language.

**Keywords:** Online services, Teaching, Kazakh language.

## Servicios en línea para enseñar el idioma kazajo como lengua extranjera

### Resumen

El artículo trata sobre las peculiaridades de implementación de los servicios en línea en la enseñanza del idioma kazajo como lengua extranjera a través de métodos comparativos de investigación cualitativa. Como resultado, la investigación realizada en términos de este artículo analiza ampliamente tres plataformas educativas sugeridas para el trabajo y la discusión de los alumnos, beneficio de un servicio en línea que fue elegido como el más eficaz y cómodo para enseñar kazajo como lengua extranjera a los estudiantes de idiomas, y las fortalezas sobre otras plataformas. En conclusión, el uso de las TIC puede mejorar la efectividad del proceso de aprendizaje y aumentar la participación de los extranjeros en el aprendizaje del idioma.

**Palabras clave:** Servicios en línea, Enseñanza, Idioma kazajo.

### 1. INTRODUCTION

Since information technologies are constantly developing, it is impossible to imagine people's lives without them. They even referred to the process of education too. It is apparent that today's requirement is to improve the effectiveness and quality of implementation of information technologies through realizing objectives of developmental learning, online teaching, individual training by using new information technologies at all levels of the educational process.

It also should be noted that the intersection of two important directions in the education of the XXI century is language teaching and multimedia technologies. The majority of methodologists and

researchers admit that multimedia and digital technologies are effective in increasing the effectiveness of teaching foreign languages. For example, an outstanding representative of Russian language education POTAPOVA (2016) believes that among subjects taught in middle and high schools it is difficult to find anything more favorable than teaching foreign language for active use of different technological devices in teaching. The research will attempt to determine the effectiveness of information technologies in language teaching and clarify the help they give to the learner.

Information technologies are a set of ways and tools which people use to distribute, save, process and collect information. Online services are also considered one of the ICT tools. It is known that online services are sites which offer different services online. That is any student or learner can access a service that interests him through any device which is connected to the internet. Hence it is possible to consider all online services used in the teaching and learning process in two types:

- Online services used during the lesson
  
- Online services used during the preparation for the lesson

An instructor can use online services applied during the lessons as supplementary or additional material at the necessary stages of the lesson.

## 2. METHODOLOGY

The teacher can face certain challenges in implementing information technologies into the process of teaching Kazakh as a foreign language. Firstly, before assigning homework, which requires the internet and computer use outside the classroom, the teacher needs to figure out that the learners have access to ICT equipment at home. If a learner does not have the access, the teacher should withdraw this type of task or change it into the task, which the learners do under the teacher's control in the classroom. Because a learner can face conceptual and technical problems while using a computer, therefore, in this case, the teacher should eliminate the problems fast. The main problems may arise while teaching Kazakh as a foreign language through information technology.

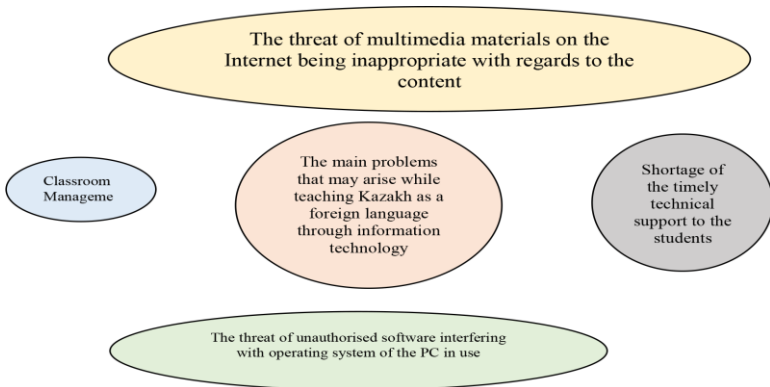


Chart 1: The main problems that arise when teaching Kazakh as a foreign language through information technology

Nowadays it is possible to solve these problems by downloading a special operating system. The university has selected three educational platforms that can be used in teaching Kazakh to foreigners. These are so-called Triventy, Proprofs, Quizizz online services. There are some reasons behind our choice of programs among many others:

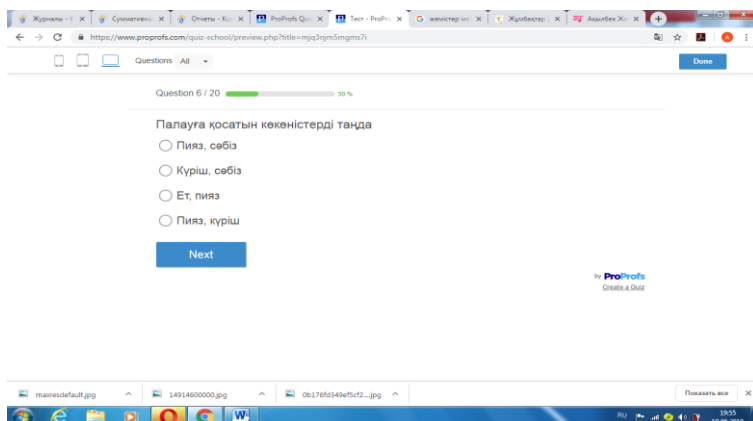
1. In line with a wide range of educational programs on the world wide web, these programs are very popular in attracting teachers as well as students' attention.
2. Mentioned programs provide a substantial variety of exercises for students with low language proficiency;
3. Although the programs are built-in English, they can be utilized as a teaching tool in the Kazakh language;
4. Platform registration is user-friendly. Once the teacher has registered and received a special code, students can register using their email address and engage with the assignments based on the provided code;
5. The platforms allow teachers to examine and evaluate students' assignments in a centralized manner. Once students complete the exercises instructor can see the submissions simultaneously from his or her profile.

6. The answers can be provided in a synchronized manner. Students have access to the platform from anywhere in the world and at any time.

Each platform can be defined as follows:

Triventy - a platform that allows the usage of different games and quizzes for learning purposes for free. Firstly, you need to register, the service allows the use of the Cyrillic alphabet. In order to use the platform for free, it is important to justify that it is used for teaching purposes.

An instructor can create any type of tests and quizzes in the Kazakh language from her own computer. The learners can then do the test from their mobile phones or PCs. Each correct answer equals one point. The timing is also essential in providing answers as they influence the points gained. Students connect to the game using the provided link and a special code. Creating tests and quizzes require little skills. Once the question is posed the instructor may add the answer choices. The platform also allows adding the comments after the submission of answers. The auditoriums equipped with projectors, TVs or interactive boards are convenient for these purposes. When the game is on students and an instructor can monitor the game in real-time. Students can be invited to join the game by email. The test version of the game can be run even within a low internet connection.



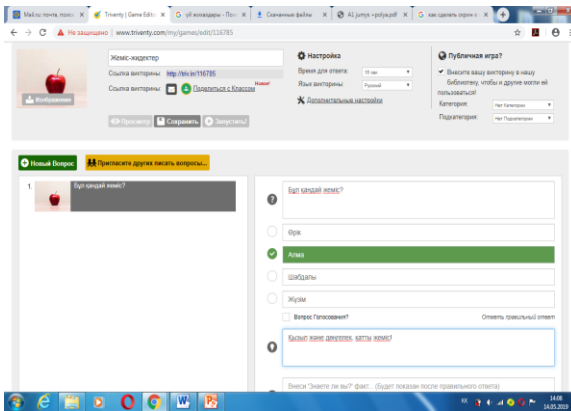
Picture 1: The use of the Triventy in HEI context for teaching the Kazakh language

ProProfs – created in Santa Monica, California, the USA in 2010, a cloud version of the SAAS company. It is free of charge and allows the usage upon registration. In accordance with the information from the next web company over 1 million users have registered to use the platform. The website contains more than 100 thousands of tests and electronic materials (THIBEAULT, 2010).

ProProfs is an innovative tool that allows users to create quizzes, tests, surveys, and games. Its increasing popularity among students and instructors is related to the variety of options in delivering the content. It can also be used for many other research processes. The platform can be used for the preparation for standardized examinations. The service also uses wiki technologies, i.e. it allows for continuous edits of the texts and other content in real-time. For example, the instructor may prepare a test with several correct



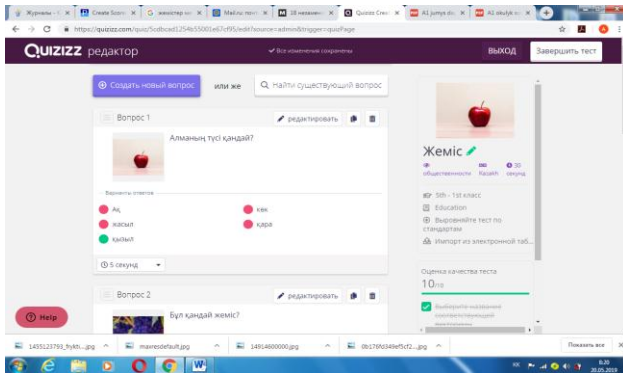
answers. The platforms also allow students to fill gaps by writing essays, extended answers, etc. There is also an opportunity to upload presentations, pdf files, audio and video files. The instructor can also see the statistical information about given answers in the excel format, including the timesmaps and ipadressess of the students.



Picture 2: The use of the ProProfs in HEI context for teaching the Kazakh language

The next service is Quizizz which has been in use since 2015 and is used by a number of instructors worldwide. The platform is aimed at facilitating the learned material during academic sessions during the class or the instructor may prepare some exercises to complete at home. Each student for his or her mobile phone at a convenient pace because it is easy to uncheck the timer while creating the question on the platform. Those students who have difficulties in completing the questionnaire may then receive some additional materials for revision. The usage algorithm of the platform is similar to

the one above. The instructor creates tests or uses ready tests which are available platform base (O'REILLY, 2010).



Picture 3: The use of the Quizizz in HEI context for teaching the Kazakh language

Fruits and vegetables were selected for university students using three named educational platforms (Triventy, ProProfs, Quizizz). The experiment involved 10 students whose ages ranged from 19 to 23 years old who were from different countries. Each of the has gained the very basis of the language- A1. They signed up for the platforms listed above and answered the pre-set questions on fruits and vegetables. Quite a time and attention were required to complete the information requested during registration, but students merely found it difficult. The goal was to identify innovative teaching programs that would give foreigners an effective and consistent learning experience in the Kazakh language, so they were divided into three groups: Triventy, ProProfs, and Quizizz. The 20 questions presented in Table 1

below have been prepared for the three groups, for the purpose of experimentation and application on innovative educational platforms, i.e. online services. Here is a list of questions and answers for students regarding fruit and vegetables:

Table 1: The posed questions and submitted answers

<b>Сұрақ</b>	<b>Жауап</b>
Find the name of the fruit?	Grapes
Which of the following applies to the fruit name?	Pear
Tropical fruit name?	Banana
The shape is small like a ball, the color is reddish, tastes of honey. What is that?	Cherry
The case is solid, sweet inside, vibrant and surprising	Watermelon
Choose the vegetables that are used to cook pilaf.	Onion, carrot
Citrus sour and yellow fruit	Lemon
қыз+ана+қ=	Tomato
40 + қасық – сық +батыр – ыр =	Cabbage
The letter D is consonant, The boy's name is Diyar. If you put K instead of D, It becomes -	Qiar/Cucumbers
Red, soft, and watery and as soon as I squeezed it bit and flushed my face	Tomato
What vegetables are used to obtain starch	Potatoes
What berries are used to make wine?	Grapes
Find the translation of the word Strawberry	Құлпынай/Qulpynai/Strawberry
Loves many layers of clothes It makes you cry you remove the layers	Onion
Find the naming of the fruit from the following song excerpt: Plum, plum I fell in love and saw you Plum, plum Please look at me me	Apricot
Please add the plural ending to the	Shabdalylar/Peaches

word Shabdaly/a peach)	
Please identify the possessive form of the word Qauyn/Melon	Melon's/Qauynnyn
It is potato-shaped, When I hold it is fluffy. When I bite it, it tastes of fruit ...	Kiwi
Plural form of the word Zhemis/a fruit	Zhemister/Fruits

**3. RESULTS**

It is important to examine the diagram below to understand some tendencies in the given answers. The bottom row shows the number of questions, and vertical demonstrates percentage. Most of the questions were not difficult for the students as they had a high rate of correct answers.

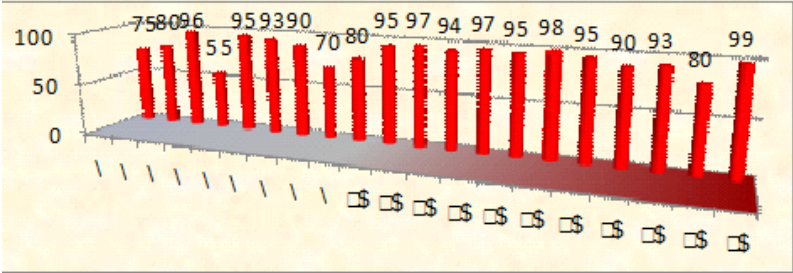
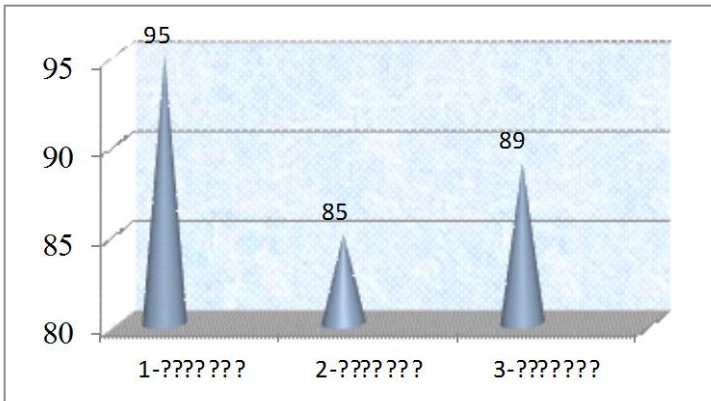


Diagram 1: Indicators of students' correct answers to the questions of the online services

As can be seen from the table, the correct answer rate of question four is a mere 55%, so it was difficult for Kazakh language learners to maintain the language. The shape is small like a ball, the color is reddish, the taste is honey. What is that? - Answers like apples, tomatoes, apricots were recorded. Even later, there were students who

argued that the cherry flavor was not sour, but honey. This was a positive trend and, as a consequence, the question had a positive effect on the student's critical thinking skills and led to an active discussion. Interestingly 99% of students answered the last twentieth question correctly. The students were asked to add a plural suffix to the word *zhemis*, which did not require vocabulary but were purely a grammar question. The ability of students to answer correctly indicates the high level of their preparatory work, the knowledge of grammar rules. Now we can compare the given answers by the platforms. Correct answers for students using Triventy are as follows (GAZIYEVA, 2017; KRAUSS, 2004).



Diagr

am 2: Percentage of Correct answers given by the students in Triventy Platform

Of the 20 questions answered, one student gained 85%, 89%, and the third student achieved 95%. Students noted that they were confused by the questions given in the four-way riddle, and the questions posed with pictures were easier to answer. All three students

were confused with the questions the shape is small like a ball, the color is reddish, the taste is honey. What is that? because they associated it with a variety of fruits. However, they still believed that the question made them think a lot and it is effective in triggering further discussion. While the third question was the easiest for the two students, the third student could answer the final question most easily. All three students reported no problems with the platform.

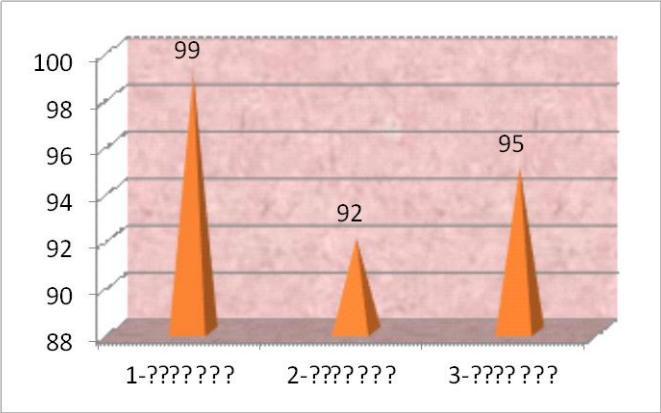


Diagram 3: Percentage of Correct answers given by the students in ProProfs Platform

Three students who were engaged with the ProProfs Platform demonstrated high achievements. The first student could answer 99% of the questions, second 92% and the third answered 96% of the questions correctly. Two students noted that the eighth and ninth questions in the sample were the most interesting, and the third student liked the 16th question. He even added that he later found and listened to that song. One student noted that the question the case is solid,

sweet inside, vibrant and surprising was very difficult for him to answer because a wide range of fruits can be associated with the description. Another student reported that it was difficult for him to identify the ingredients used to prepare pilaf.

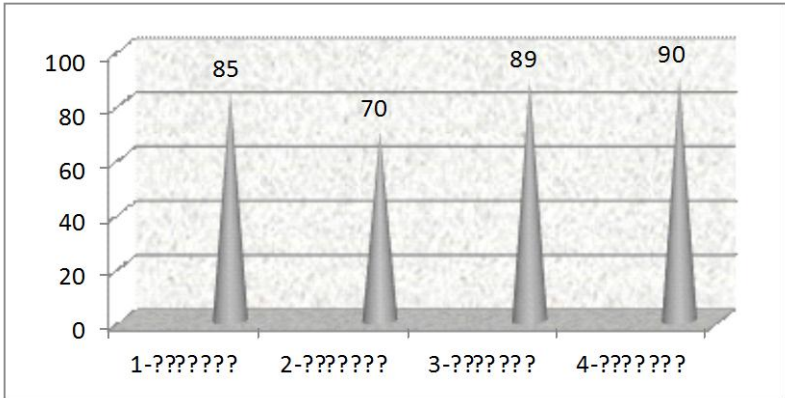


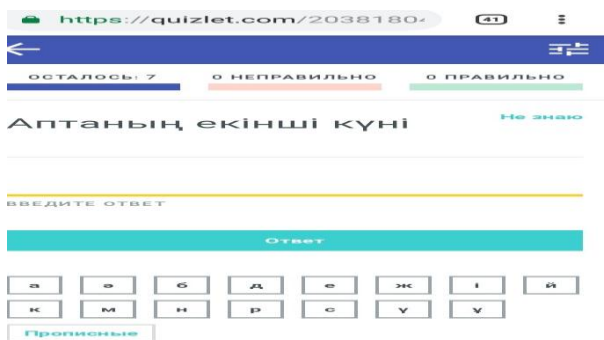
Diagram 4: Percentage of Correct answers given by the students in Quizizz

We noticed that working with the Quizizz platform was more difficult for the students because the percentage of correct answers was lower. This is probably due to the platform's inconvenience. One out of four students answered 85 percent of the questions, the other 70 percent, the third 89 percent, and the last 90 percent. For the two students, the question Red, soft, and watery and as soon as I squeezed it bit and flushed my face was the most difficult. The third student noted that he spent a long A student who gained a 70 percent correlated it with late arrival to Kazakhstan compared to other students and the difficulty of learning Kazakh. The grammar category questions were easier for the students, because they have just learned the rules.

One student stated that the Quizizz platform was completely unattractive and not interesting in the process.

In comparison, students who engaged with ProProfs gained a higher percentage of correct answers. This can be due to the ease of use and convenience of the online service in teaching the Kazakh language. Students had already worked on these online services. This shows its popularity. This led us to the conclusion that using the ProProfs platform can be considered effective to teach and learn Kazakh as a foreign language. Since the usage of innovative programs, servers, and multimedia tools increases interest in the language, the platform might be a methodically correct decision.

In this experiment, learners worked on different servers and answered the same questions, while in the following experiment they are involved in the exercises within one platform but with different questions. Questions about the days of the week (Fig. 4) were set up on the Quizlet platform.



Picture 4: Question about the days of the week on the platform Quizlet



- 1) The first of the study sections for students is cards. It contains the name of each day of the week. That is, the first day of the week is Monday, the second day is Tuesday, the third day is Wednesday, the fourth day is Thursday, the fifth day is Friday, the sixth day is Saturday, and the seventh day is Sunday;
- 2) There were also some questions related to the seven days of the week, with several answer choices to learn them by heart. As the learner answers the question correctly it demonstrates student's awareness;
- 3) The writing section contains a question and a set of letters underneath. From those letters, students are to construct answers to the question. The total number of such questions is seven.
- 4) Another writing section contains an audio file related to the days of the week. Students need to construct the correct answer from the set of letters under question.
- 5) There are seven questions in the test section presented in various formats. Once the student has answered them, they can complete the tasks and move on to the games. Information about the days of the week was placed in two games. It allows students to refine, refresh and scaffold the knowledge gained also stimulates interest in the lesson.

Students who took part in these activities noted that the classes were easy and the questions provided in the platforms were interesting to engage with.

#### **4. CONCLUSION**

1. We have tried to contribute to the development of methodologies for teaching Kazakh to foreigners through the use of ICT. This also included some methodical processes in preparing materials for the usage of the above-mentioned online platforms.

2. We would like to point out that due to the relevance and interdisciplinary nature of the research carried out within the framework of this article, this topic is extremely relevant today and requires further detailed study. We believe that revealing the linguistic-teaching potential of using information technology in teaching Kazakh as a foreign language should, in the future, become one of the priority tasks of teaching Kazakh as a foreign language.

3. The use of ICT, including online services, to teach the Kazakh language as a foreign language to university students can enhance the effectiveness of the learning process and increase the involvement of foreigners in learning the language. This was identified in our experimental research.

4. The viability of the Kazakh language is directly related to the completeness, novelty, and adaptability of its teaching methods to contemporary realities. Because despite the high interest of foreigners in learning the state language, the learning process will be ineffective unless there is a variety of teaching approaches. We have tried to contribute to this problem through this research. Special gratitude to Nuraly Aigerim (Master student) and Nurmanova Gulzhaina (Ph.D. student) in helping to conduct the experimental part of the study and contribute their expertise to the research.

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