ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

Студенттер мен жас ғалымдардың
«ǴYLYM JÁNE BILIM - 2024»
XIX Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XIX Международной научной конференции
студентов и молодых ученых
«ǴYLYM JÁNE BILIM - 2024»

PROCEEDINGS
of the XIX International Scientific Conference
for students and young scholars
«ǴYLYM JÁNE BILIM - 2024»

2024
Астана

УДК 001
ББК 72
G99

«ǴYLYM JÁNE BILIM – 2024» студенттер мен жас ғалымдардың XIX Халықаралық ғылыми конференциясы = XIX Международная научная конференция студентов и молодых ученых «ǴYLYM JÁNE BILIM – 2024» = The XIX International Scientific Conference for students and young scholars «ǴYLYM JÁNE BILIM – 2024». – Астана: – 7478 б. - қазақша, орысша, ағылшынша.

ISBN 978-601-7697-07-5

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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 имолодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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ISBN 978-601-7697-07-5

- Общая эффективность мобильных приложений составила 15%.

Полученные результаты подтверждают потенциал MALL-подхода для совершенствования методики обучения иностранным языкам. Дальнейшие исследования в этой области позволят более полно раскрыть возможности MALL и оптимизировать его применение в образовательном процессе.

Рекомендации:

- Использовать MALL-подход в качестве дополнения к традиционным методам обучения иностранным языкам.
- Проводить исследования по изучению эффективности MALL-подхода в различных условиях.
- Внедрение MALL в практику образовательного процесса может значительно повысить качество обучения иностранным языкам.

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UDC 372.881.111.1

SCAFFOLDING STUDENTS' LANGUAGE PRODUCTION: IMPROVING SPEAKING FLUENCY OF HIGH SCHOOL STUDENTS WITH CONVERSATIONAL ARTIFICIAL INTELLIGENCE

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Introduction

Language production, the process of transforming thoughts into words, forms the foundational basis for effective communication [1]. However, speaking fluency, often overshadowed by reading and writing, remains indispensable in real-world scenarios [2]. To enhance speaking proficiency, educators employ scaffolding techniques, which provide temporary support to students. Research suggests that scaffolding strategies, such as prompts and cues, significantly improve speaking abilities, particularly in pronunciation and fluency [3]. Additionally, integrating educational speaking technology offers a promising solution to address the shortcomings of traditional teaching methods.

Speaking proficiency encompasses various aspects, including fluency, coherence, lexical resources, grammatical accuracy, and pronunciation [4]. Yet, past studies highlight the challenges

encountered by English as a Foreign Language (EFL) learners in achieving these skills. These difficulties often stem from inadequate development and apprehension [5]. Conversational Artificial Intelligence (AI) emerges as a valuable tool, leveraging natural language processing and machine learning to simulate human interaction and facilitate language learning [6].

Fluency in second language acquisition is a multifaceted skill, characterized by automaticity and the ability to perform diverse language tasks simultaneously [7]. It relies on extensive practice and memorized formulaic sequences to streamline production. Beyond performance aspects, perceptions of fluency are influenced by factors such as accuracy, idiomatic usage, accent, interaction skills, strategic competence, and paralinguistic cues [8].

Scott Thornbury emphasizes the importance of exposing learners to authentic speech data to foster comprehension of real-world language use [9]. Furthermore, promoting the memorization of formulaic expressions aids in developing fluency by providing readily accessible language chunks. Activities should encourage "creative automaticity" by combining repetition with genuine communication tasks, while incorporating task repetition allows learners to build on previous experiences, enhancing fluency, accuracy, and complexity in speaking tasks [10].

Methodology

9th grade students were divided into 2 groups: control and experimental. While the control group continued learning in their traditional classrooms, the CAI system was implemented in the experimental group. Each of the groups consisted of 10 students, the total number of participants being 20.

Task-Based Language Teaching framework was used to design the implementation of Conversational Artificial Intelligence (Table 1). The process of implementation consisted of three stages: preparation, intervention and post-intervention. In the preparation stage IELTS speaking tasks were selected in alignment with the 9th grade students' course schedule (calendar thematic plan), then the aforementioned tasks were sequenced and pre-task preparation activities were designed to promote scaffolding. A diagnostic test was taken in accordance with IELTS speaking criteria and rubrics. The students were given scores from 1-9. During the intervention stage the CAI system, named AILA, was implemented with the usage of a laptop and a digital board.

Table 1 Conversational Artificial Intelligence

Preparation stage		
Task design	**Task sequencing**	**Pre-task preparation**
Authentic, communicative and goal-oriented tasks that reflect the real-world language use were selected.	Speaking tasks were sequenced in a progressive manner, starting with simpler tasks and gradually increasing in complexity.	Learners were provided with pre-task activities, such as vocabulary preview, brainstorming ideas, reviewing relevant grammar structures, or listening to model dialogues.
Intervention stage		
Task performance	**Negotiation of meaning**	**Language focus**
The AI system and the learners engaged in a dialogue.	Conversational AI simulated communication breakdowns or misunderstandings and prompted learners to clarify their meaning,	Specific language forms, vocabulary, and pronunciation features relevant to the task context were targeted.
Post-task reflection		

Reflection was facilitated to help learners consolidate their learning and identify areas for improvement.

AILA was built on the Unity game engine and specifically tailored for teaching English. The CAI system initiated the conversation, and while engaging in a dialogue, students had to use communication strategies to successfully negotiate their ideas. Targeted sessions were also organized in order to address certain gaps and ensure vocabulary acquisition. During the post-intervention stage, students were re-accessed with the same criteria and rubrics, receiving scores from 1-9. Participants of the experimental group were encouraged to reflect on their performances and give feedback on the implementation of the CAI system for improving their speaking skills. The Conversational Artificial Intelligence system's interfaces shown in figures 1-3.

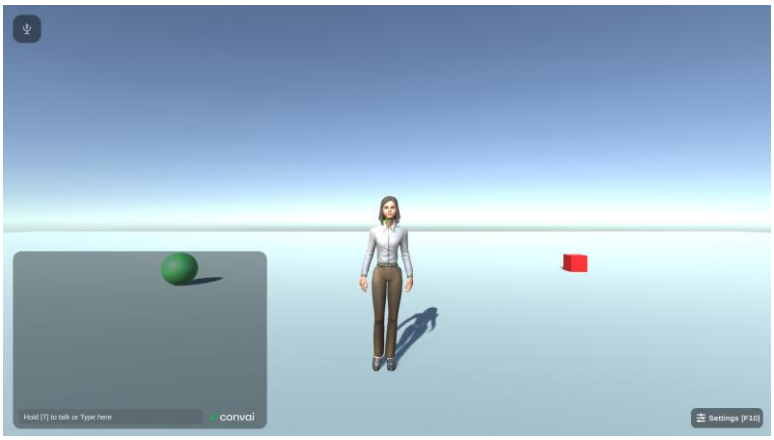

Figure 1 Windows interface

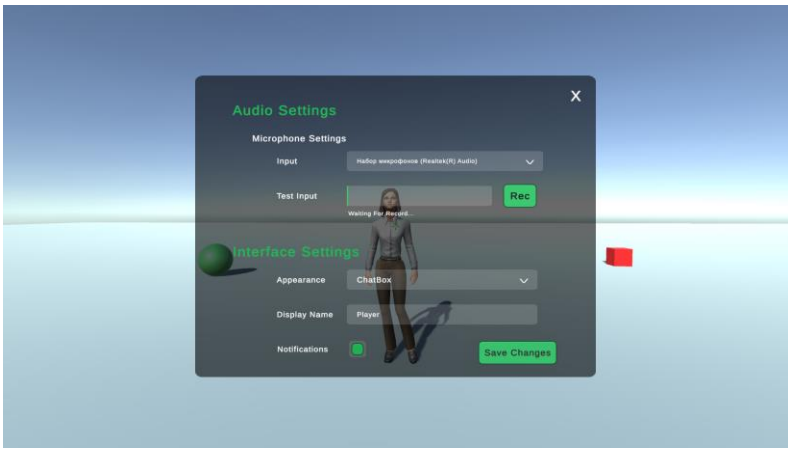

Figure 2 User settings options

Figure 3 Android version

Results

The research indicates a successful implementation of the CAI system, resulting in a slight improvement of the speaking skills of the experimental group. Pre- and post-test results of the control group (see Diagram 2) did not indicate noticeable changes, the mean difference between the tests being +1 (see Table 2).

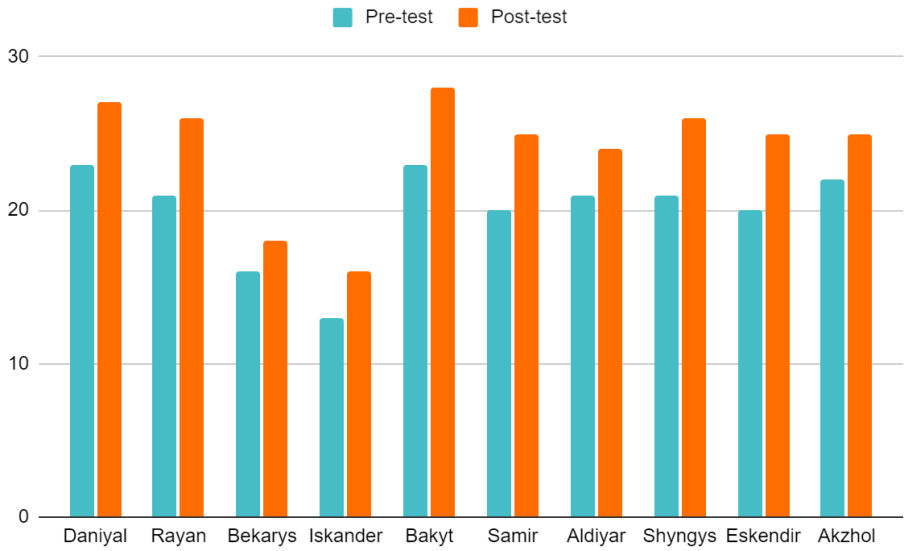

Diagram 1 Pre- and Post-test results of the experimental group

In comparison with the experimental group results (see Diagram 1), the results of which indicated a mean difference of +4, suggesting the success of the CAI system in scaffolding their language production.

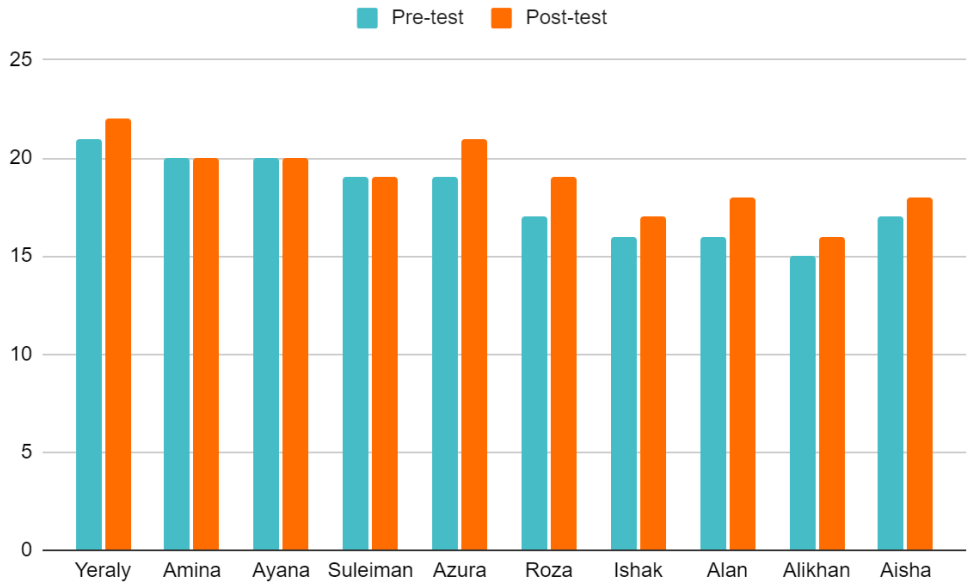

Diagram 2 Pre- and Post-test results of the control group

Table 2 Descriptive Statistics for Speaking Proficiency Scores on the Post-Test

	Pre-test Score average	Post-test Score average	Mean Difference
Experimental Group (ConvAI)	20	24	+4
Control Group (Traditional)	18	19	+1

Discussion

The success of the CAI intervention can be attributed to several factors. Firstly, the use of authentic and communicative speaking tasks aligned with real-world language use engaged students in meaningful interaction and promoted active participation. The progressive sequencing of tasks, starting with simpler activities and gradually increasing in complexity, allowed learners to develop their speaking skills incrementally. Additionally, the pre-task preparation activities provided learners with the necessary linguistic scaffolding to successfully complete the speaking tasks.

However, despite the promising results, it is essential to acknowledge certain limitations of the study. The relatively small sample size of 20 participants, divided into two groups of 10, may limit the generalizability of the findings. Additionally, the duration of the intervention may have been insufficient to fully capture the long-term impact of the CAI system on speaking proficiency.

In conclusion, the successful implementation of the CAI system within a TBLT framework demonstrates its potential to scaffold language production skills among 9th-grade students. Future research could explore the scalability of the intervention across diverse learner populations and investigate the sustainability of the observed improvements over an extended period. Moreover, further refinement of the CAI system, incorporating adaptive features and personalized feedback mechanisms, could enhance its efficacy in supporting language learning outcomes.

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ӘОЖ 371.33

БҮГІНГІ ОҚУ ЖҮЙЕСІНДЕГІ «ФИЛЬМ» РӨЛІ

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Л.Н.Гумилев атындағы ЕҰУ Филология факультетінің «Қазақ тілі мен әдебиет пән мұғалімдерін даярлау» мамандығының 1 курс студенті
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«Технология ешқашан аяқталмайды, ол әр уақытта өзгереді және біз онымен бірге алға жылжуымыз керек». Құрметті премьер-министр шейх Хасина, Бангладеш Халық Республикасы (Жаңа дәуір, 6 тамыз 2015 ж.) [1].

Заманауи мектептің, жоғары оқу орындарының мақсаттары мен міндеттері қоғам талаптарымен тығыз байланысты, оны тіпті, қазіргі компьютерлік технологиясыз елестету мүмкін емес. Мұғалім-мектептің жүрегі, оқушылардың темірқазығы деп жатамыз. Бірақ, мұғалім бүгінде оқушылар үшін білімнің жалғыз көзі емес. Ол балаларды ақпарат әлеміне алып баратын, оларға көмектесетін, бағыт-бағдар беретін ассистент. Неге? Күн өткен сайын адам да, заман да өзгеріп жатырғанын білеміз. Демек, сәйкесінше заманына сай білім беруде электронды білім беру ресурстарын дамытып, сабақта пайдалана білу бүгінгі күннің мұғалімі үшін өзекті әрі уақыт талабы. Шындығына келсек, бізде әлі де дәстүрлі білім жүйесі сақталып келеді. Интерактивті тақталар мен компьютерлер өз міндеттерін толығымен атқарып жатпағаны да түсінікті жағдай. Алайда осы интелектуалды-интерактивті технологияның көмегімен өткізетін сабақ пен мұғалімнің жұмыс барысын неге жеңілдетіп, жаңа сабаққа жаңа бір өң бермеске?

Мәселен, зерттеушілер ағылшын тілі сабағында қолданылатын фильмдер оқу бағдарламасында маңызды рөл атқара алатынын анықтады. Бұл нақты жағдайда, шынайы жағдайда және шетелдік мәдени контексте ағылшын тілін үйрену үшін пайдалы (RAO, 2019). Сонымен қатар, фильмдер ағылшын тілін үйренуге деген мотивация мен қызығушылықты арттырады [1].

Бүгінгі оқу жүйесінің форматына жаңа дем беретін процесс ретінде ұсынғым келетіні: ағылшын тілін оқыту барысында құндылыққа жетелейтін фильмдерді көрсетіп, әр оқушы мен студенттің көкжиегін кеңейтіп, сыни ойлау қабілетін дамыту. Мысалы, біз «қазақ тілі мен әдебиеті пәнін мұғаімдерін даярлау» мамандығында оқып жатырған болашақ педагогтерміз. Бірақ, біз шет тілі сабағында оқытушының кеңесімен мамандығымызға