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**«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
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Authors are fully responsible for the content of research papers and the correctness of the facts indicated in them.

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GOOGLE FORMS IMPACT: VOCABULARY AND GRAMMAR FOCUS IN NON-LINGUISTIC GROUPS OF ENU

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Аңдатпа. Бұл зерттеуде авторлар Google Forms-ті Л.Н. Гумилев атындағы Еуразия ұлттық университетінің тілдік емес мамандықтар топтарында оқытудың тиімді әдісі ретінде пайдалануды қарастырады. Зерттеудің мақсаты Google Forms тілдік емес мамандықтар топтарында ағылшын тілін үйрену әсерін көрсету. Google Forms-тің басым аспектісі – білім алушылардың сөздік қорын нығайту, дамыту, кеңейту және грамматикалық білімді жетілдіру.

Аннотация. В данном исследовании авторы рассматривают использование Google Forms в качестве воздействующего метода обучения в группах неязыковых специальностей Евразийского национального университета имени Л.Н. Гумилева. Цель исследования продемонстрировать воздействие Google Forms на изучение английского языка в группах неязыковых специальностей. Доминирующий аспект Google Forms заключается в укреплении, развитии и расширении словарного запаса обучающихся, а также улучшении грамматических знаний.

Abstract. This research investigates the use of Google Forms as an impact tool for non-linguistic groups at the L.N. Gumilyov Eurasian National University. The research purpose is to demonstrate the impact of Google Forms on English learning in non-linguistic groups. The dominating power of Google Forms strengthens, develops, and enhances vocabulary as well as improves grammar.

Түйін сөздер: Google Forms, **Ключевые слова:** Google Forms, **Key words:** Google Forms, лексика, грамматика, экспери- лексический запас, грамматика, vocabulary, grammar, менттік топ, бақылау топ экспериментальная группа, контрольная experimental group, control group

INTRODUCTION

Nowadays the Internet is widespread. Therefore, interactive digital learning experiences have been created due to technology advancements as well as multimedia capabilities and high-speed access to the Internet.

Considering a variety of investigations in the field of Google Forms' origin the results demonstrate that over time, Google Forms evolved into a standalone product, offering more progressed capabilities beyond the original spreadsheet integration [1]. Since Google Forms is a web-based service, learners can access forms from anywhere with an internet connection. This includes both on and off-campus locations [2].

Diverse advantageous characteristics of Google Forms include user authentication, ease of use, flexibility, Google Workspace integration, collaboration elements, responses in real-time, accessibility, etc. The university's Google Workspace represents a secure platform for Google Forms. University provides accounts for the identification of a learner. With the help of this account, a learner can get access to Google Forms. Corresponding authentication guarantees that authorized learners have the opportunity to attach the answers. Furthermore, the interface of Google Forms is a user-friendly one that allows individuals with varying levels of technical expertise to design forms efficiently. The functionality of drag-and-drop along with customizable templates simplifies the form creation process to arrange questions in the desired order easily. Such a function proves the ease-of-use feature. What is more, teachers apply Google Forms for different goals: tests, questionnaires, data collection, and many others. Google Forms represents its flexibility with the opportunity to incorporate a variety of multimedia elements such as videos, etc. Another useful feature demonstrates a synthesis of combining disparate systems/services into a single web-based environment – Google Drive for storing answers, and Google Sheets for data analysis, making it a convenient instrument to use.

One of the advantages of Google Forms is that collected responses and the data are saved automatically so the data analysis method is facilitated. Another positive feature includes an easy way of sharing the forms through email. Additionally, colleagues in teamwork can collaborate having a great chance to create forms and to analyze data in real time. Instant feedback allows form creators to view answers in real-time. The feature of receiving answers in real-time is quite beneficial in collecting time-sensitive data or monitoring research participation.

Undoubtedly, the main characteristic of modern society is owning several devices like desktops, laptops, tablets, and smartphones. Various devices allow getting access to Google Forms. Respondents can complete forms from any location with an internet connection, enhancing accessibility and participation rates.

According to some previous research "... on the use of Google Forms as a classroom response system, getting feedback from the students on the information they received during class ... 70 % of students agreed or strongly agreed that Google Forms helped them learn course material and 74 % agreed or strongly agreed that Google Forms as a classroom response system increased their engagement in the classroom" [3].

As a result, Google Forms is a full-featured forms tool that is available for free with Google accounts. Google Forms is recognized as one of the most versatile Internet tools for designing and conveying learning material.

METHODOLOGY

The *research issue* that is under discussion coheres with the use of Google Forms as a learning impact tool. The authors focus on the *aim* to demonstrate the possibility of Google Forms to

strengthen learners' English learning. Therefore, the dominating *research purpose* is to develop and enhance vocabulary as well as to improve grammar.

The research was conducted at the L.N. Gumilyov Eurasian National University (ENU) from September 4, 2023, till December 16, 2023 (15 weeks). The authors determined randomly the 1st year learners of non-linguistic specialty groups at ENU as the *research subject*, establishing both the experimental and control groups.

Before the research period and collecting any data through Google Forms informed consent from participants was obtained. Participants of the experiment were provided with clear understandable information about the research purpose, procedures, benefits, and how their data will be used. The participants were ensured that the research participation was voluntary, and they had the freedom to withdraw at any time without consequences.

To achieve the research purpose, the learners of two groups of specialties "Technologies of Artificial Intelligence (group TAI-14) and "Statistics" (group Statistics-11) were involved in *the experimental group*. Total number of students was equal to 35 members. Whereas, *the control group* participants consisted of students who were enrolled in programs of specialties "Technologies of Artificial Intelligence (group TAI-15) and "Automation and Control" (group AC-09/1). The total number was the same as in the experimental group. The age of the learners ranges from 17 to 20. Experiment learners finished secondary schools in villages, towns, cities, and suburbs of different regions of Kazakhstan. The duration of their English learning at school was different.

According to the syllabus of the program "Foreign Language I", the 1st year learners of non-linguistic groups learned information and gained English knowledge from the "English File: Intermediate Plus" textbook [4], [5]. The syllabus has the same structure and content for all groups. Offline practical lessons included three (3) academic hours per week (15 weeks/45 hours).

Conducting the research during the first semester, the authors used the research methodology as *a quantitative method and data collection* in the way of *pre-test and post-test* design. This research design involves measuring a variable both before and after the experiment to measure changes and effects over time.

Google Forms was operated by the experimental group. In the learning process of the experimental group, Google Forms was focused on vocabulary and grammar of different topics of "English File: Intermediate Plus".

RESULTS AND DISCUSSION

What reasons do the authors focus Google Forms on vocabulary and grammar?

To be advanced in vocabulary is crucial for language learners [6]. Vocabulary is believed to be vital for expressing opinions. A broader word knowledge allows students to have meaningful interaction and engagement at English lessons. Mastery of language is demonstrated by grammar and vocabulary knowledge. Diverse knowledge of vocabulary and grammar benefits students in the choice of both precise and appropriate words to convey their intended meaning, advantaging clearer communication. As learners expand their language proficiency, they typically demonstrate enhanced skills in speaking, listening, reading, and writing.

Understanding a foreign language strongly depends on vocabulary and grammar. Hence, any context interpretation is closely connected with word stock and grammar structures. Contextual understanding is essential for interpreting complex content, ideas, or arguments in meaningful dialogues. Students have to comprehend texts and conversations while communicating in a foreign language. Considering academic settings, accurate vocabulary knowledge is found significant for comprehending textbooks, lectures, and academic discussions. Those students who know the specific and accurate vocabulary surpass various subjects and perform well on standardized tests. Without adequate specific terminology, learners may struggle to express themselves effectively or figure out those who use a foreign language. Insufficient knowledge of vocabulary means an indication of misunderstanding and frustration. We live in a globalized world. Therefore, intercultural communication has a close connection with vocabulary. We may affirm that the

intertwining of culture with vocabulary reflects the society's value significance, beliefs, and practices of any community. By expanding the word stock, students gain insights into different cultures and perspectives, enhancing their cultural competence. Knowledge of additional and specific vocabulary in a foreign language often involves gaining insight into the world of cultural contexts. Awareness of another country's culture through vocabulary fosters sensitivity among those interested in language learning. An expanded vocabulary boosts learners' confidence in communicating effectively in a second language. An expanded language knowledge boosts students' confidence in effective communication in a foreign language. Incentive motivation encourages learners to practice a plethora of tasks engaging diligently in different activities. Therefore, it leads to confidence which signifies a crucial meaning in the acquisition of a foreign language. So, developing a variety of vocabulary activities during foreign language lessons advances learners' knowledge. Vocabulary and grammar activities' enrichment contributes to communication skills and deepens understanding of foreign language as well as culture. It provides effective communication in various contexts.

In our research, the level of English proficiency of the experimental and control groups is considered heterogeneous. The scope of English knowledge is categorized from rather low to intermediate level. Therefore, the researchers targeted to improve grammar by developing, extending, and enhancing vocabulary. During the lessons, the researchers implemented various methods of teaching English: practical, visual, and verbal. Interactive methods by the teacher and the learners followed by discussion. Performance of individual, pair, and group work. Communicative method of topic explanation, teamwork followed by discussion. Project and research work in small groups, and task-oriented learning enhanced students' English knowledge.

According to the syllabus, the program of the first semester takes a grammar course that is connected with pronouns, adjectives, present tenses, possessives, past simple, past continuous, used to, prepositions, future forms (shall/will, to be going to), first and second conditionals, present perfect simple, present perfect continuous, obligation, necessity, prohibition, advice, can/could, to be able to, phrasal verbs, and verb patterns. Whereas, different topics cover a wide variety of vocabulary. Vocabulary tasks are focused on the following topics: names, packing, shops and services, stages of life, photography, rubbish and recycling, study and work, television, the country, at a restaurant, DIY, cash machines, and live entertainment.

Implementing the tasks of the Google Forms method to improve vocabulary and grammar knowledge was guided clearly. A Google Form was designed for every lesson and its link was sent on the group's Telegram or WhatsApp messenger. Usual practice procedures on certain grammar and topical vocabulary were explained, reviewed, discussed, and examined during the lessons.

The following photo screens on grammar and vocabulary demonstrate the strategy of Google Forms use.

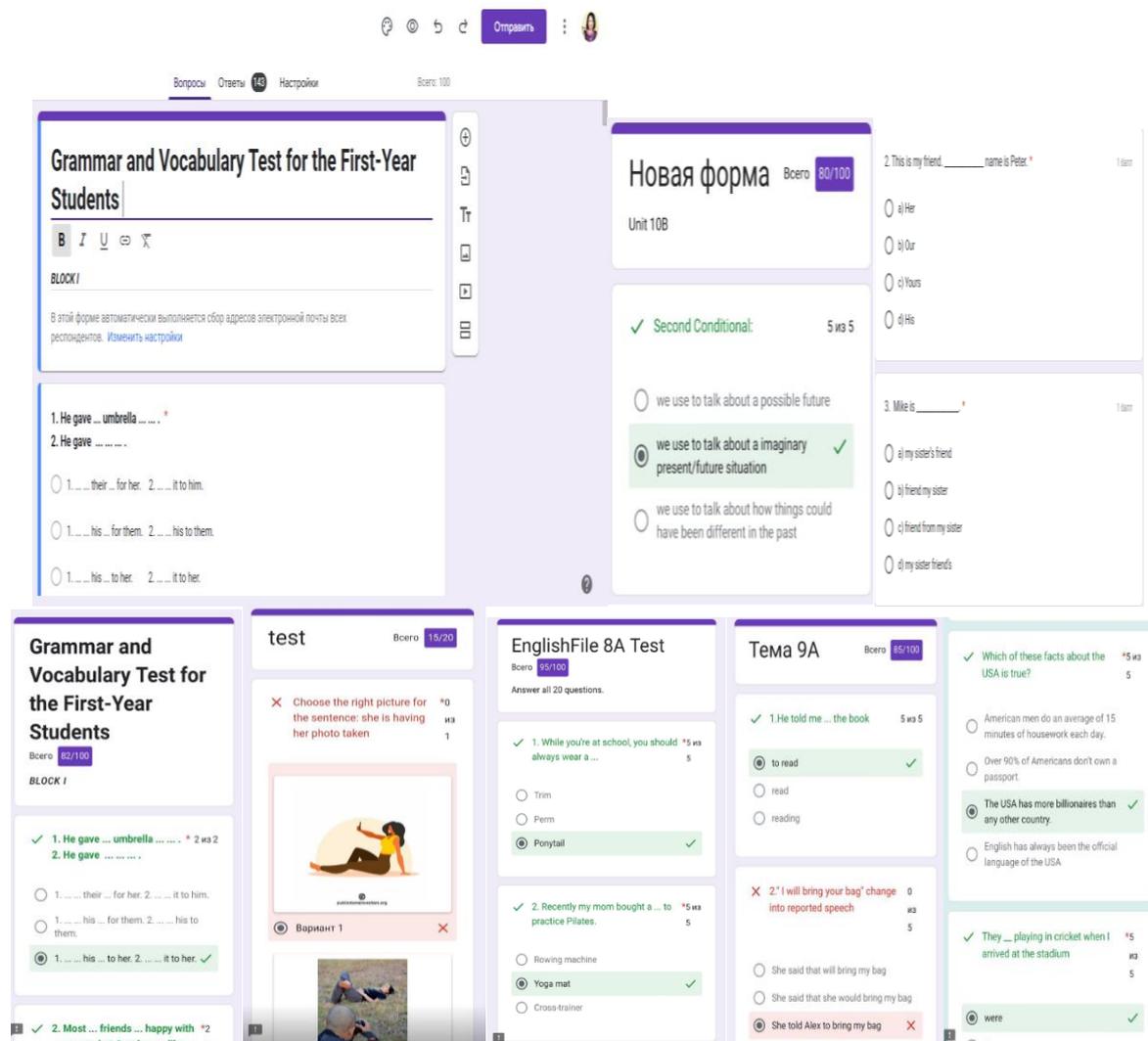


Photo-screen # 1 . The samples of Google Forms Tests.

Pre-tests and Post-tests prepared by the researchers and shared through Google Forms determined the learners' vocabulary mastering and grammar knowledge. The researchers applied a quantitative method. The learners' average score was calculated before and after the research.

Describing and calculating the overall reasonable score of students before the research and after the fulfilled tasks statistical analysis was accomplished. For the control group, the researchers operated the traditional method. Whereas the experimental group was put to use the resource of Google Forms tests on demanded vocabulary and grammar. Pre-test tasks were applied to be appraised of the previous lexical and grammar knowledge of students. In the situation of pre-test activities traditional test worksheets were shared with the participants in the classroom. The students performed the results of a fulfilled work on a piece of paper. When the post-test results period reached its fulfilment the control group carried out the test activities in a similar way. A comparison of the control group results demonstrated the following scores. Fulfilled the pre-test's average result represented 67.85 points. The post-test results of the control group participants brought to light the 78.00 points outcome.

Google Forms tests' method based on the improvement of students' grammar and vocabulary knowledge presented the results of the experimental group. The English knowledge progress of the members of the experimental group achieved an average score of 67.15 points in the pre-test activity. The post-test results succeeded at the level of 89.43.

The post-test results of the control and experimental groups symbolize the advantageous features of Google Forms.

The prevailing group of vocabulary and its complication level make it obvious for the researcher to develop the lesson activities with an easy, understandable, and targeted focus. Vocabulary, as well as grammar tasks, are oriented on promoting by advancing certain skills.

In the case of a low-level group of students, lexical exercises were oriented toward making revisions and developing fundamentals of word knowledge and grammar. The authors of this article scrutinized the design of the first semester lessons in a way that progressively advantaged the research purpose. The paper researchers argue it is crucial to contribute to the research purpose by incorporating suitable vocabulary and grammar into previously mentioned topics. At least cohesion of the purpose is meaningful in designing the corresponding Google Forms on the topical vocabulary and grammar.

CONCLUSION

It should be noted that Google Forms contributes to the teaching process by versatile features such as ease of use, accessibility, integration with Google Workspace, and automated results and data analysis. Google Forms as a convenient tool provides students with an engaging activity. Therefore, the researchers of this study consider Google Forms as one way to solve the problem of improving and developing non-linguistic students' vocabulary and grammar efficiently. Moreover, grammar is believed strongly for the learners to master four (Listening, Speaking, Reading, Writing) skills.

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