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Faculty of Philology

«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
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Chief Editor: *Zhanna A. Beisembayeva*, Head of the Foreign Languages Theory and Practice Department, NJSC "The L.N. Gumilyov Eurasian National University", Candidate of Philology

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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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incorporating activities which resonate with their personal interests and aspirations, teachers can foster a deeper level of engagement and motivation.

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A PRACTICAL APPROACH TO ANALYZING COMMUNICATION STRATEGIES IN ELT

Gauhar O. Orazaly

2-year master's student with a major in "Foreign Language: Two Foreign Languages", NJSC "The L.N. Gumilyov Eurasian National University", Astana, Kazakhstan

eunbiassed00@gmail.com

Aygul A. Tadjibaeva

PhD, Senior Lecturer of the Foreign Languages Theory and Practice Department,

NJSC "The L.N. Gumilyov Eurasian National University", Astana, Kazakhstan
tadaygul@mail.ru

Аңдатпа. *Бұл мақалада университет студенттері арасында ағылшын тілін оқыту (ELT) процесінде коммуникативті стратегияларды дамыту әдістемесі келтірілген. Академиялық және кәсіби контексте тиімді қарым-қатынастың маңыздылығын атап көрсете отырып, біздің көзқарасымыз нақты тәжірибені теориялық біліммен біріктіреді. Эксперименттік және бақылау топтары арасындағы салыстырмалы зерттеу арқылы біз ауызша қарым-қатынас дағдыларын жақсартудағы әдістемеміздің тиімділігін бағалаймыз. Біздің қорытындыларымыз студенттердің ағылшын тілінде сенімді және тиімді қарым-қатынас жасау мүмкіндіктерін кеңейтуге бағытталған ELT оқыту бойынша практикалық нұсқаулар береді.*

Аннотация. *В данной статье представлена методика развития коммуникативных стратегий в процессе преподавания английского языка (ELT) среди студентов университета. Подчеркивая важность эффективной коммуникации в академическом и профессиональном контекстах, наш подход объединяет реальный опыт с теоретическими знаниями. С помощью сравнительного исследования между экспериментальной и контрольной группами мы оцениваем эффективность нашей методики в улучшении навыков устного общения. Наши выводы дают практические рекомендации для преподавания ELT, направленные на расширение возможностей студентов для уверенного и эффективного общения на английском языке.*

Annotation. *This article presents a methodology for enhancing communication strategies in English Language Teaching (ELT) among university students. Emphasizing the importance of effective communication in academic and professional contexts, our approach integrates real-world experiences with theoretical insights. Through a comparative study between experimental and control groups, we assess the effectiveness of our methodology in improving oral communication skills. Our findings provide practical recommendations for ELT instruction, aiming to empower students to communicate confidently and effectively in English.*

Түйін сөздер: *коммуникативті стратегиялар, ағылшын тілін оқыту (elt), практикалық әдістеме, нақты тәжірибе, аналитикалық тұжырымдар, эксперименттік оқыту, салыстырмалы зерттеу, ауызша сөйлеу дағдылары, сапалық талдау, сандық талдау, оқыту әдістері, студенттерді тарту, фактілерге негізделген стратегиялар, мүмкіндіктерді кеңейту*

Ключевые слова: *коммуникативные стратегии, преподавание английского языка (elt), практическая методология, реальный опыт, аналитические выводы, экспериментальное обучение, сравнительное исследование, навыки устного общения, качественный анализ, количественный анализ, методы обучения, вовлечение студентов, стратегии, основанные на фактах, расширение возможностей*

Key words: *communication strategies, english language teaching (elt), practical methodology, real-world experiences, analytical insights, experiential learning, comparative study, oral communication skills, qualitative analysis, quantitative analysis, instructional methods, student engagement, evidence-based strategies, empowerment*

INTRODUCTION

In the dynamic landscape of English Language Teaching (ELT), the cultivation of effective communication skills stands as a cornerstone of academic and professional success. Nowhere is this more evident than within the bustling halls of university classrooms, where students grapple with the intricacies of language acquisition amidst a tapestry of diverse linguistic and professional challenges. As educators and practitioners, it is incumbent upon us to equip these aspiring linguists with the tools and strategies necessary to navigate this complex terrain with confidence and proficiency.

In response to this imperative, this article sets forth a pragmatic framework tailored specifically for the analysis and enhancement of communication strategies within the ELT domain. Unlike traditional theoretical approaches, which may offer valuable insights but often fall short in practical application, our framework is firmly rooted in the real-world experiences of both educators and students alike. It is predicated on the belief that effective communication is not merely a theoretical construct to be studied in isolation, but a dynamic skill set honed through meaningful interaction and experiential learning.

Central to our methodology is the seamless integration of practical experiences and analytical approaches. Drawing from a rich tapestry of instructional methods and activities, ranging from role-playing and dialogues to discussions and news analysis, we immerse students in authentic communication scenarios that mirror the complexities of everyday interaction. Through these immersive experiences, students are not only exposed to diverse linguistic contexts but also challenged to apply analytical insights to their communicative endeavors, thereby fostering a deeper understanding of the underlying strategies at play.

In tandem with our practical approach, we present findings from a comparative study conducted between experimental and control groups, each comprising second-year bachelor students specializing in two foreign languages. The study, focused on the development of oral forms of communication, provides invaluable insights into the efficacy of our methodology in enhancing student proficiency. By meticulously analyzing the activities, methods, and outcomes of both groups, we aim to elucidate the tangible benefits of our approach and identify areas for further refinement and improvement.

In essence, this article serves as a rallying cry for a more pragmatic and holistic approach to communication strategy analysis in ELT. By marrying theoretical understanding with practical application, we seek to empower educators and practitioners with the tools and insights needed to nurture confident and proficient communicators. Through our framework, we aspire to bridge the gap between theory and practice, equipping students with the skills and confidence to thrive in an increasingly interconnected and linguistically diverse world.

METHODOLOGY

Effective communication lies at the heart of language learning and teaching, particularly in the realm of English Language Teaching (ELT). As students progress through their academic journeys, they encounter a myriad of linguistic and professional challenges that necessitate a robust understanding of communication strategies. From navigating social interactions to engaging in academic discourse, the ability to communicate effectively in English is paramount to success in both academic and professional spheres.

Integrating Practical Experiences into Communication Strategies

In the pursuit of effective communication skills, it is imperative to bridge the gap between theory and practice. While theoretical knowledge provides a solid foundation, practical experiences serve as the crucible in which that knowledge is forged into proficiency. By integrating practical experiences into communication strategies, educators can create immersive learning environments that mirror real-world communication scenarios.

This approach not only enhances students' understanding of communication concepts but also equips them with the skills and confidence needed to navigate diverse linguistic contexts. Through activities such as role-playing, dialogues, discussions, and news analysis, students are afforded opportunities to apply communication strategies in authentic settings, thereby reinforcing their learning and mastery of the English language.

Rationale for Integrating Practical Experiences.

The rationale behind integrating practical experiences into communication strategies is grounded in the belief that true mastery of communication skills requires active engagement and application. Traditional approaches to language instruction often prioritize theoretical knowledge over practical application, resulting in a disconnect between classroom learning and real-world communication.

By incorporating practical experiences, educators can address this disconnect by providing students with opportunities to actively engage with the language in meaningful ways. This not only enhances students' comprehension and retention of communication strategies but also fosters a deeper appreciation for the relevance and applicability of these strategies in their everyday lives.

Moreover, practical experiences serve to contextualize theoretical concepts, making them more accessible and tangible to students. By experiencing firsthand the challenges and nuances of

communication in different contexts, students develop a nuanced understanding of communication strategies and are better equipped to apply them effectively in diverse situations.

In summary, the integration of practical experiences into communication strategies is essential for bridging the gap between theory and practice, enhancing students' comprehension and application of communication skills, and fostering a deeper understanding of the relevance and applicability of these skills in real-world contexts.

Summary of Experimental and Control Groups in the Development of Oral Forms of Communication

Parameter	Experimental Group	Control Group
Target Audience	Second-year bachelor students	Second-year bachelor students
Students' Specialty	Two foreign languages	Two foreign languages
Discipline	Development of Oral forms of Communication	Development of Oral forms of Communication
Group Size	8 students	15 students
Age Range	18-19 years old	18-19 years old
Language Level	Pre-intermediate, Intermediate	Pre-intermediate, Intermediate
Activities/Methods	Role-playing, Interviews (Dialog), Discussions, Watching and Analyzing the News, Describing, Performance	Role-playing, Interviews (Dialog), Discussions, Watching and Analyzing the News, Describing, Performance

This structured overview provides insights into the rationale behind integrating practical experiences into communication strategies in ELT and outlines the parameters of the experimental and control groups involved in the development of oral communication skills among second-year bachelor students specializing in two foreign languages.

RESULTS AND DISCUSSION

Practical Applications of Analytical Insights in ELT Contexts

In the realm of English Language Teaching (ELT), the application of analytical insights plays a pivotal role in enhancing communication effectiveness. By leveraging data-driven approaches, educators can gain valuable insights into students' communication patterns and preferences, allowing for more targeted and personalized instruction.

Practical application of analytical insights in ELT contexts involves the systematic collection and analysis of communication data, including student performance metrics, feedback, and classroom observations. Through methods such as discourse analysis and error analysis, educators can identify recurring patterns and areas of improvement, informing instructional strategies and curriculum development.

For example, in our comparative study between experimental and control groups, we employed discourse analysis techniques such as conversation analysis and thematic analysis to evaluate the effectiveness of different communication activities. Conversation analysis involved the detailed examination of conversational interactions between students during role-playing exercises, focusing on turn-taking, repair strategies, and overall coherence. Thematic analysis, on the other hand, involved identifying recurring themes and patterns in students' discourse, such as topic shifts, argumentation strategies, and use of language functions.

Additionally, analytical insights can inform the design of communication activities and materials, ensuring alignment with students' proficiency levels and learning objectives. For instance, our analysis revealed that students in the experimental group exhibited a higher frequency

of active participation in role-playing activities compared to the control group. As a result, we incorporated more role-playing scenarios into our curriculum to capitalize on this engagement and foster further development of communication skills.

Results of Discourse Analysis Techniques

Communication Strategy	Experimental Group Frequency	Control Group Frequency
Role-playing	12	8
Dialogues	9	7
Discussions	10	6
News Analysis	8	5
Describing	6	4
Performance	7	3

This table illustrates the frequency of various communication strategies employed by students in both the experimental and control groups. It shows that the experimental group had higher frequencies in most strategies, indicating greater engagement in communicative activities.

The results in the table were measured by recording the frequency of each communication strategy observed during classroom activities. Trained observers counted how often students engaged in role-playing, dialogues, discussions, news analysis, describing, and performance tasks. Each strategy was assigned a numerical value representing the number of times it occurred. This quantitative approach allowed for an objective comparison of communication engagement between the experimental and control groups.

By analyzing the frequency and types of communication strategies employed by students in each group using these techniques, we were able to identify strengths and weaknesses and tailor our instructional approach accordingly.

Comparative Analysis of Results Between Experimental and Control Groups

A key aspect of applying analytical insights in ELT is the comparative analysis of results between experimental and control groups. By systematically comparing the outcomes of different instructional approaches, educators can assess the effectiveness of specific interventions and identify best practices for future implementation.

In our study, we conducted a comparative analysis of communication outcomes between the experimental group (n=8) and the control group (n=15). Our analysis encompassed various metrics, including speaking fluency, accuracy, and confidence levels, measured through pre- and post-assessments and classroom observations.

The results of our comparative analysis revealed significant improvements in oral communication skills among students in the experimental group compared to the control group. Specifically, students in the experimental group demonstrated notable enhancements in speaking fluency, with a discernible improvement in their ability to articulate thoughts and ideas fluently.

While we observed improvements in speaking fluency, it's important to note that the extent of this improvement varied among participants. While some students demonstrated considerable progress, others showed more modest gains. Therefore, while we did observe positive trends in speaking fluency, attributing a specific percentage increase to the entire experimental group may not accurately capture the diversity of individual performances.

Furthermore, qualitative observations highlighted a notable increase in confidence levels among students in the experimental group, with many expressing greater comfort and proficiency in engaging in spontaneous communication tasks. These findings underscore the efficacy of our

methodology in fostering tangible improvements in communication outcomes and highlight the value of incorporating practical experiences and analytical insights into ELT instruction.

Recommendations for Addressing Communication Challenges in ELT

The implications of our study results for ELT curriculum and pedagogy are far-reaching, offering valuable insights and recommendations for addressing communication challenges in the classroom. Based on our findings, we propose the following recommendations:

1) Incorporate Experiential Learning: Integrate practical experiences, such as role-playing and discussions, into ELT curriculum to provide students with opportunities for hands-on application of communication strategies.

2) Provide Targeted Feedback: Implement systematic feedback mechanisms to provide students with personalized guidance and support in improving their communication skills.

3) Foster a Communicative Environment: Create a supportive and inclusive classroom environment that encourages active participation and collaboration among students, fostering the development of effective communication skills.

4) Adapt Instructional Approaches: Tailor instructional approaches and materials to align with students' proficiency levels and learning preferences, ensuring relevance and engagement.

5) Promote Reflective Practice: Encourage students to reflect on their communication experiences and identify areas for improvement, fostering metacognitive awareness and autonomy.

By incorporating these recommendations into ELT curriculum and pedagogy, educators can enhance the effectiveness of communication instruction and better prepare students for success in academic and professional contexts.

CONCLUSION

In conclusion, this article has presented a practical framework for analyzing communication strategies in ELT, emphasizing the integration of real-world experiences and analytical insights. Through a comparative study between experimental and control groups, we have demonstrated the efficacy of our methodology in enhancing oral communication skills among university students.

By applying analytical insights and leveraging practical experiences, educators can create immersive learning environments that foster the development of effective communication skills. The implications of our study results for ELT curriculum and pedagogy underscore the importance of incorporating experiential learning, providing targeted feedback, fostering a communicative environment, adapting instructional approaches, and promoting reflective practice.

In essence, this article serves as a call to action for educators and practitioners to adopt evidence-based strategies for improving communication skills in ELT. By embracing a holistic approach that integrates theory and practice, we can empower students to communicate confidently and effectively in English, preparing them for success in an increasingly interconnected and linguistically diverse world.

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

Batagoz G. Smagulova
Senior Teacher of Foreign Languages Department,
NJSC "The L.N. Gumilyov Eurasian National University", Astana, Kazakhstan
smagulova_bg@enu.kz
Kamila Kerimbayeva
Senior Teacher of Foreign Languages Department,
NJSC "The L.N. Gumilyov Eurasian National University, Astana, Kazakhstan
kamila.ke.2022@gmail.com

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.*