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FEATURES OF USING EDTECH PROJECTS IN TEACHING ENGLISH AT SCHOOL

Abstract

The era of 21st century is often regarded as the era of technology. Today, technology plays an important role in our life. It is possible only through technology that distances are no more barriers and education can be brought to the student's doorstep. The impact of technology can be felt in every possible field and one such field is education. It is unfortunate and alarming that we are using foreign technologies in our country at a time when educators throughout the world are developing educational technologies and are ahead of each other. When discussing the use of internet technology in English language education, it is frequently mentioned that online tools should be used in the classroom during classes. After all, education in actual educational projects at the state level is not taken into account, unless we personally use international educational projects to develop our teaching skills (for example, Coursera) or to learn a language. Furthermore, it is worth to note that there are no official educational projects in our country, except private English language courses. Based on the scientific studies, combining traditional lessons with technologies has its own challenges. The characteristics of the use of educational projects in English classes, including their advantages and disadvantages, were studied in

the provided paper, as well as a survey and question-and-answer session between students and teachers, the results of which were analyzed.

Keywords: educational projects, traditional classes, English teaching, advantages, disadvantages.

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МЕКТЕПТЕРДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУДА ЕДТЕСН ЖОБАЛАРЫН ҚОЛДАНУДЫҢ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

21 ғасыр дәуірі көбінесе технология дәуірі ретінде қарастырылады. Технологияның әсері барлық мүмкін салаларда сезіледі және осындай салалардың бірі білім беру саласы болып табылады. Әлемде білімпаздар білім технологияларын жасап, бірінен-бірі озып жатқан заманда, елімізде әлемдік технологиялар әлі де жеткілікті деңгейде меңгерілген жоқ. Өйткені, шетелдік білім жобаларын біліктілікті көтеру үшін (мысалы, Коурсера) немесе тіл үйрену үшін жеке қолданғанымыз болмаса, жаппай мемлекеттік деңгейде нақты білім жобаларында білім алу қарастырылмаған және елімізде ағылшын тілін оқытудың жеке курстары болмаса, ресми онлайн білім жобалары жоқ екені шындық. Жалпы зерттеулерде ағылшын тілін оқытуда онлайн технологияларды қолдану мәселесі сөз болғанда, көбінесе аудиторияда сабақ барысында онлайн құралдарды қолдану айтылады. Ғалымдардың зерттеулеріне сүйенсек, дәстүрлі сабақ өткізу мен технологияларды араластырудың да өзіндік проблемалары бар екен. Ұсынылған мақалада ағылшын тілі сабақтарында білім жобаларын қолданудың ерекшеліктері, оның ішінде артықшылықтары мен кемшіліктері қарастырылды, сонымен қатар оқушылар мен мұғалімдер арасында сауалнама және сұрақ-жауап ұйымдастырылып, нәтижелері талданды.

Түйін сөздер: білім беру жобалары, дәстүрлі сабақтар, ағылшын тілін оқыту, білім беру жобаларының артықшылықтары, кемшіліктері.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ЕДТЕСН ПРОЕКТОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В ШКОЛЕ

Аннотация

Эпоху 21 века часто называют эпохой технологий. Сегодня технологии играют важную роль в нашей жизни. Влияние технологий можно почувствовать во всех возможных областях, и одной из таких областей является образование. Прискорбно и тревожно, что мы используем зарубежные технологии в нашей стране в то время, когда педагоги всего мира развивают свои образовательные технологии и опережают друг друга. Ведь образование в реальных образовательных проектах на государственном уровне не рассматривается, мы только используем международные образовательные проекты для развития своих педагогических навыков (например, Coursera) или для изучения языка. Кроме того, стоит отметить, что в нашей стране нет официальных образовательных проектов, кроме частных курсов английского языка. При обсуждении использования интернет-технологий в обучении английскому языку часто упоминается, что онлайн-инструменты следует использовать в аудиториях во время занятий. Согласно научным исследованиям, сочетание традиционных уроков с технологиями имеет свои проблемы. В представленной работе были изучены особенности использования образовательных проектов на уроках английского языка, включая их преимущества и недостатки, а также проведен опрос и сессия вопросов и ответов среди учеников и учителей, результаты

которых проанализированы.

Ключевые слова: образовательные проекты, традиционные занятия, обучение английскому языку, преимущества образовательных проектов и недостатки.

Main provisions. EdTech projects' role in English classes and their usage in Kazakhstani universities are definitely encouraged because they support not only to unload teachers' work they help to increase students' self-confidence in learning a foreign language as well.

EdTech projects' development in Kazakhstan is rapidly growing, however there are not enough educational technologies supporting English language teaching. The worldwide practice of using EdTech projects in the class show learners' positive achievements. The results of the survey prove that EdTech projects are motivational instruments in teaching foreign languages in our country and cooperate to enhance students' language knowledge. Nevertheless, some respondents state that integration of EdTech projects into English classes have negative impacts as well.

Introduction. One of the areas that is expanding rapidly is education technology (EdTech). In actuality, it aims to narrow the divide between traditional education and technology education. Since COVID-19 limitations have raised demand for online learning technology, the pandemic has driven the development of EdTech. As a result, online teaching and online learning have been experienced by teachers, students, and undergraduates. A new approach to the nation's educational system has also brought about new plans, methods, organizational structures, online learning opportunities, technological advancements, topics, and cutting-edge research.

Educational technology is divided into distance learning, blended learning, online learning (or e-learning). Individuals study and learn from home through distant learning (also known as digital learning or online learning). Distance learning focuses on delivering teaching to students who are not physically present in a traditional classroom [1, p.27].

The educational approach of blended learning, commonly referred to as hybrid learning, combines digital media and technology with traditional instructor-led classroom activities. It offers the possibility to combine online learning's inventive and technological developments with the engagement and participation offered by the best of conventional learning. There are four main categories of blended learning technologies: Collaborative learning technology enables students to work together on group projects and tasks as well as share resources like books and case studies. Authentic learning technology enables students to present their work to peers. Managed learning technologies are platforms that allow teachers to interact with students outside of the classroom [2,p.16].

Online learning is the most recent and widely used method of remote education today. It has had a significant influence on postsecondary education during the last decade, and the trend is expected to continue [3, p.3]. Online learning is education delivered over the Internet. It is also known as "e-learning," among other things.

Ghavifekr, Athirah, Rosdy note that the use of EdTech will result in successful learning with the aid and support of innovative elements and components, with the use of technology in education making a significant contribution to the pedagogical aspects [4, p.178]. While the researchers point out advantages of EdTech in classes, others argue that teachers lack "effective ways of using new technology" [5, p.80]. and students are entirely immersed in a technological world. As a result, inappropriate usage of some multimedia course materials 'fosterages inertia and undermines subjective initiative of students', which implies "students really become recipients of external stimulation and won't put forth their own ideas" [6, p.166]. Some researchers suggest that educational technologies "distract students' attention" and "excessive use will lead teachers and students to rely too much on modern education technology" [7, p.206].

Consequently, the purpose of the study was to analyze the most applicable EdTech projects in teaching English classes, and to explore what effect EdTech interventions have in traditional English classes and identify advantages and disadvantages of using EdTech projects in English classes. The study was conducted among undergraduates of universities in Semey and university English teachers. And were formulated the following research questions:

1. What are the most applicable EdTech projects in English classes?
2. How effective is the use of Edtech in English classes?
3. To what extent are teachers confident to use Edtech in English classes?
4. What are the advantages and disadvantages of using EdTech projects in English classes?

Materials and methods. The research mostly relies on questionnaire surveys and literature reviews. Undergraduate students who are enrolled in various faculties at Astana's universities are the survey's subjects. The questionnaire's content covers the student's proposals for using modern educational technologies in English lessons, the student's degree of comprehension of modern educational technology, and the implementation of modern educational technology in English classrooms. In the questionnaire survey participated 46 students and 20 teachers of the English language.

EdTech (engl. education and technology) means projects in the sphere of educational technologies [8]. EdTech is a wide category. It is used as a synonym for online education as well as a collective term for any educational technology (including technologies that help in offline learning, such as interactive whiteboards in school classrooms). The first online technologies appear in 1990s. The term "technology" is an essential topic in many disciplines, including education, in the twenty-first century. This is because technology has become the primary means of knowledge transfer in the majority of countries. Nowadays, technology integration has gone through advances and reshaped our society, completely changing the way people think, work, and live [4, p. 180].

Educational technology usage is broadly classified as:

1. Technology as a tutor;
2. Technology as a Teaching tool;
3. Technology as a learning tool [9, p. 56].

Characteristics of Educational Technology are as follows:

- It is based on scientific and technological advancements;
- It is more a practical discipline and less a theoretical one;
- It is a fast-growing modern discipline;
- It makes use of the research findings of psychology, sociology, engineering, sciences and social psychology etc., and applies the same to the field of education;
- It brings pupils, teachers and technical means together in an effective way;
- It is the science of techniques and methods. It locates the problems in the field of education, remedies them and ultimately aims at improving the education system;
- It is bound to improve the teacher, the learner and the teaching learning Process [10, p.21].

Scientists predict that EdTech educational technology will advance quickly in the future and probably replace traditional educational institutions throughout the world. The world's most popular online platforms for EdTech educational technology, including English language learning, are sorted and presented in the table below (Table 1). The USA, China, and India are among the top nations, per the data [11].

Country	EdTech projects	Activities conducted within EdTech
China	Yuanfudao	Webinars, group, personal classes
	Zuoyebang	Webinars, group, personal classes
	VIPKid	English teaching
	Zhangmen	Tutoring
India	BYJU'S	Tutoring: developed short videos, interactive assignments, tests and webinars.

	Unacademy	Preparation for tests.
USA	Coursera	MOOC (Massive open online courses)
	Udemy	Online video courses
	Duolingo	Foreign language teaching courses
	Quizlet	Digital flashcards and teaching materials (learning, remembering words) are offered in teaching English.
UK	Alison	MOOC (Massive open online courses)
	BBC Maestro	Pre-recorded online courses
Russia	Skyeng	English teaching online courses
	Puzzle English	English teaching online courses

Table 1 - The most applicable EdTech projects in the world.

The Coursera platform is one of the most important EdTech initiatives in modern English language instruction. There are MOOCs in use. Describe a MOOC. Massive open online courses, often known as MOOCs in English, are a type of distance learning that allows for large-scale interactive participation and open access through the Internet. Here's how to use the Coursera platform to study, teach, and more in the areas of academic writing and English. There are various courses available. You can take many courses in teaching and learning English, in teaching methodology, academic writing etc. on the Coursera platform.

On the Kapital.kz website, Kazakhstan's startup digital map (EdTech) lists 86 projects related to this industry (Figure 1). Common online platforms, assessment platforms, LMS, etc. are included to the list, however we could not find a project focused on English language instruction [12].

EDTECH MAP OF KAZAKHSTAN

BCPD

EDTECH FORUM 2022
META

astana hub



Pic. 1 - EdTech projects in Kazakhstan

What technological resources are available online for teaching English? One of the most widely used platforms for virtual meetings, conferences, and seminars is <https://zoom.us>. The Zoom platform is the most popular international internet service in our country too. Zoom accepts connections from both computers and mobile devices [13, p.153]. The only disadvantage of Zoom is that it is free only 40 minutes in our country. According to local research, the Microsoft Teams program is the tried-and-true online platform that is still in use in our country (<https://www.microsoft.com/en-us/microsoft-teams/log-in>) [14].

Volley is ideal for coaching, tutoring, mentoring, consulting in teaching English. Teachers may use Volley to build asynchronous video discussion threads. A teacher starts by producing a video task, and students may subsequently generate video replies. This is excellent for assigning homework or simply being available in a more regulated manner if students have any difficulties or inquiries. Volley is a free desktop computer and mobile device as well (<https://www.volleyapp.com>).

There some tools which provide with creating lessons and material using software, customize presentations, infographics, and other course materials with collaborative design programs and workspaces to make them more interesting in teaching English. These resources may also be used as the source of group projects, such as making presentations, or to brainstorm ideas with them.

Canva (https://www.canva.com/kk_kz/) is a free online design tool, where you can create presentations, posters, social media posts and videos.

Google Classroom (<https://classroom.google.com/u/0/>), one of the most popular blended learning tools today, makes organizing classwork simpler by enabling you to: create and evaluate assignments, upload documents to Google Drive and save them there, monitoring student development, post feedback and class notices.

EduDo (<https://edudo.app/>) resembles TikTok for knowledge exchange. Anyone may ask a question and receive a response from the EduDo community by posting a question, and anyone can also ask a question. This is excellent because it allows pupils the ability to communicate with others who speak English all around the world using their English language abilities.

Reslash (<https://reslash.co/>) is a 2D game, but you may create a variety of areas for students to go between based on what you want them to do. The website allows you to view your avatar through your camera, and you can add a variety of widgets to your areas, including GIFs, a whiteboard, YouTube videos, and Miro Boards. Additionally, you may screen-share. It is much more flexible than the typical Zoom talk format.

The following online resources may be used to plan assignments when teaching English: Learningapps (<https://learningapps.org>), Calameo (<https://en.calameo.com>), Camtasia <https://camtasia-studio.ru.uptodown.com/windows>), EdPuzzle (<https://edpuzzle.com>), etc. carry out video exercises, crosswords, analysis, discussion, pairs, and group work on platforms. Word Cloud using Mentimeter (<https://www.mentimeter.com>), Mind Map using Google Classroom or Miro (<https://miro.com/ru/>), etc. The confirmation or the conclusion part of the class may include Socrative (<https://www.socrative.com>), Online Test Pad (<https://onlinetestpad.com/ru>), Kahoot (<https://kahoot.com>), WordWall (<https://wordwall.net/ru>), etc. for evaluation the pupil's knowledge. [13, p.154].

Results and discussion. Higher education continues to be dominated by research on collaborative learning with technology. The fact that students might not be motivated to do asynchronous activities during the session in a mixed or online learning environment presents a possible problem. Teachers must actively monitor online boards to make sure that students are following the rules, which might lead to potential classroom management concerns. To make sure that courses go successfully in a mixed or online learning setting, teachers might need to give students more direction. [15, p.787].

To study these challenges, we conducted a survey and a question-and-answer session with students and teachers from Semey universities. The goals of the survey and question-and-answer

session are to evaluate the most relevant EdTech efforts for teaching English classes and the influence of EdTech interventions on more traditional English lessons. A total of 46 students and 20 teachers took part in the questionnaire and question-and-answer session.

So, in order to establish which EdTech projects are employed in English language lessons and how beneficial they are in the eyes of students, a survey was first performed among students. The goal is to compare students' and teachers' perspectives on EdTech projects used in English lessons. Survey Monkey was used to conduct the survey online. The following questions were asked of students in the questionnaire:

1. How do you understand "EdTech initiatives"?
2. Does the English teacher include EdTech initiatives into the classroom?
3. What educational technology does the English teacher use in class?
4. In your perspective, how beneficial are EdTech projects in the classroom?
5. Which EdTech initiatives do you use independently?

According to the survey responses, the great majority of students (87.5%) correctly understood EdTech projects, according to the first question. Based on the answers of the students, they are EdTech initiatives such as "performing activities on the Internet," "doing tasks on platforms," "taking exams on Socrative," "memorizing terms using Quizlet," "viewing movies," and so on. In addition, those who did not comprehend were provided further explanations. The second question is, "Does the English instructor employ EdTech projects?" In terms of the answer, the findings were as follows: "Yes, always uses it" - 65%, "Sometimes, not every lesson" - 27%, and "No, does not use it at all" - 7%. It should be emphasized that the reasons for responses such as "Sometimes, not every lesson," "No, not at all" will be clarified in the study's question-and-answer session with instructors. "Which EdTech projects does the instructor employ in English class?" comes the following query. The response was different. Students identified all of the instructional technologies they observed in class. As a result of the analysis according to the frequency of mention, the most frequently mentioned are "Interactive whiteboard" - 41%, "Socrative" - 40%, "Google Classroom" - 35%, "Quizlet" - 25%, "IDROO" - 24%, "Kahoot" - 23%, "WordWall" - 22%, "Miro" - 15%, "EdPuzzle" - 13%, "Mentimeter" - 5%, etc. According to the responses of students, we can consume that, teachers frequently use educational tools in current English lessons. For the fourth question, "How effective, in your opinion, is the use of EdTech projects in the classroom?" 91% of respondents answered "I enjoy it", "I think it's effective", "the lesson is interesting", "learning the language is easier," etc. answers are provided.

The result is that EdTech projects, or the use of technology tools in the classroom, have a good effect on students. To the question "Which EdTech projects do you use on your own?" 11% of respondents named "Quizlet," 6% Duolingo, 5% YouTube, 2% "Coursera," and 2% "WordWall." According to the findings of a student questionnaire students in general have a favourable attitude toward EdTech projects used in English language classes, and they all agree on the usefulness of using online technologies. It's logical, because any online education technology makes students feel comfortable and quick.

Regarding the EdTech projects, teachers provided us with following responses. The purpose was to identify some issues such as how successful the use of EdTech during offline classes is, if the lesson will not be disrupted, and whether the student's focus would move to the technology rather than the teacher, and identify advantages and disadvantages of using EdTech projects in English classes. The following questions were posed to the teachers:

1. To what extent are teachers confident to use Edtech in English classes?
2. How effective is the use of Edtech in English classes?
3. Name please advantages and disadvantages of using EdTech projects in English classes.

In terms of the study of the results of the questions and responses, the majority of teachers (82%), stated that they may freely use Edtech projects in English lessons. The reasons why the remaining 18% of the respondents do not use online technologies during the lesson are determined

in the answers to the following questions. The teachers' responses to the question "How effective is the usage of Edtech in English classes?" varied. For instance, 50% out of the 20 teachers who responded, claimed that using online technologies in English language classes is extremely beneficial, while other 50% note that integrating online technologies into traditional lectures is ineffective. For instance, justifications such as "the student does not need to spend classroom hour on technologies" "student can do tasks connected with technologies as independent work," and "he can use technology at home" are presented. Additionally, the benefits and drawbacks of implementing EdTech projects were noted later. The advantages of implementing EdTech projects in the classroom according to teachers are "saturation of educational material", "helps to enhance students' motivation", "excellent tool for the development students' language skills", "student will be involved into learning process", "educational technology facilitates the teacher's work" and while the drawbacks include "weakens the teacher's teaching method", "the teacher relies on online technologies", "takes up class time" and "it is effective to do tasks in a natural, realistic manner". The responses provided by teachers and those provided by students differ. Students accept EdTech projects unanimously, while teachers point out that they differ methodologically. Since we made sure that this issue takes place in the world experience, one can agree or disagree with the teachers' point of views.

According to scientific studies, there are benefits and drawbacks to traditional teaching methods combined with technology. Fareeha, Rabia et.al. emphasize the efficacy of EdTech interventions at the teacher level, contending that for such programs to be successful at scale, they must operate via the government level. Nearly every educational intervention centers on teacher professional development [16].

According to Kowitlawakul Y., Tan J.J.M. et.al. technical tools and educational theories are combined in contemporary educational technology (Edtech). To meet stakeholder expectations, institutional requirements, and student needs and expectations, Edtech has been integrated into the educational system. Regardless of the techniques used, it is always challenging to keep students interested in their studies. Due to the strong correlation between intrinsic motivation and academic achievement, fostering student engagement and a desire for learning becomes crucial [17, p.267].

On the other hand, Daley S. supports and confirms that the traditional idea of classrooms and education is being turned on its head by Edtech technologies. Students often study or listen to lectures in class before working on assignments and homework at home. With the use of learning applications and video lectures, students may now study classes at home at their own speed, utilizing class time for group collaboration on projects. This kind of learning environment encourages students to learn for themselves, be creative, and work together [18].

Examining study data collections reveals that students prefer the usage of modern educational tools in English classes. The appropriate combination of traditional teaching and educational technologies, as well as increasing use of modern educational technology, makes class more interesting, enhance students' motivation for learning, and so improves students' English learning efficiency.

Conclusion. The speed of information transmission has significantly increased with the arrival of the age of new technology, and a large number of educational platforms are now able to offer a wide variety of learning resources, allowing students to easily access the learning materials for well-known projects that they have little chance of achieving in reality. There are many different types of educational technologies and learning platforms emerging that may be used to teach and learn combining with traditional classes, and give students access to more flexible and free time for learning. We assume that educational technology must be used by teachers to advance students' knowledge, skills, and intelligence as well. According to the results of the research, it is shown that students have a rudimentary understanding of modern educational technology and have high expectations for how it will be employed in the study of English. Students are confident in using EdTech projects and are willing to study from a variety of technological platforms to supplement

their learning materials. However, teachers concern that students may rely too heavily on modern educational technologies to achieve their learning goals. This is what must be addressed in the future while employing modern teaching technologies in English classes.

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