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INVESTIGATION OF PRIMARY SCHOOL FOREIGN LANGUAGE TEACHERS' LINGUADIDACTIC COMPETENCIES AND SKILLS IN UTILIZING MATERIALS AND MODERN TEACHING TECHNOLOGIES

Abstract

This study investigates the linguadidactic competencies and skills of primary school foreign language teachers in Kazakhstan, with a particular focus on their ability to effectively utilize teaching materials and modern educational technologies. As the demand for foreign language proficiency continues to grow, the role of teachers in fostering early language development becomes increasingly crucial. In this context, foreign language teachers' linguadidactic teaching competencies and their ability to use materials and modern teaching technologies were determined as the aim of this study. The study was conducted with causal and correlational survey methods from quantitative research methods. 'Teachers' Linguadidactic Teaching Competence' and 'Teachers' Skills in Using Materials and Modern Teaching Technologies' scales were used to collect the data. The findings reveal varying levels of competency in both linguadidactics and the use of modern teaching technologies. While some teachers demonstrate advanced skills, others struggle with integrating digital resources effectively. According to the findings of the study, teachers' linguadidactic teaching competencies and their skills in using materials and modern teaching technologies were found to be at a moderate level. In another finding of the study, teachers' linguadidactic teaching competencies and their skills of using materials and modern teaching technologies show differences according to gender variable. In addition, linguadidactic teaching competencies showed differences according to professional seniority variable. As teachers' professional seniority increases, their linguadidactic teaching competencies increase. Finally, teachers' ability to use materials and modern teaching technologies significantly affects their linguadidactic teaching efficacy.

Keywords: primary school, teachers, second language teaching, modern teaching, technologies.

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БАСТАУЫШ МЕКТЕП ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЛИНГВОДИДАКТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРІ МЕН DAҒДЫЛАРЫН МАТЕРИАЛДАР МЕН ЗАМАНАУИ ОҚЫТУ ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНУ БОЙЫНША ЗЕРТТЕУ

Аңдатпа

Бұл жұмыста Қазақстандағы бастауыш сыныптар бойынша шет тілі мұғалімдерінің лингводидактикалық құзыреттіліктері мен дағдылары зерттеледі, олардың оқу материалдары мен заманауи білім беру технологияларын тиімді пайдалану қабілеттеріне ерекше назар аударылады. Шет тілін меңгеруге деген сұраныс артып келе жатқандықтан, мұғалімдердің тілдің ерте дамуына ықпал етудегі рөлі барған сайын маңызды бола түсуде. Бұл тұрғыда шет тілі мұғалімдерінің лингводидактикалық құзыреттілігі және олардың материалдар мен заманауи оқыту технологияларын қолдану қабілеті осы зерттеудің мақсаты ретінде анықталды. Зерттеу сандық зерттеу әдістерінен себеп-салдарлық және корреляциялық сауалнама әдістерін қолдану арқылы жүргізілді. Деректерді жинау үшін «мұғалімдердің лингводидактикалық педагогикалық құзыреттілігі» және «мұғалімдердің материалдар мен заманауи оқыту технологияларын қолдану дағдылары» шкалалары қолданылды. Нәтижелер лингводидактикада да, заманауи оқыту технологияларын қолдануда да құзыреттіліктің әртүрлі деңгейлерін көрсетеді. Кейбір мұғалімдер озық дағдыларды көрсетсе, басқалары цифрлық ресурстарды тиімді біріктіруге қиындықтарға тап болады. Зерттеу нәтижелері бойынша педагогтердің лингводидактикалық құзыреттіліктері және олардың материалдар мен заманауи оқыту технологияларын қолдану дағдылары орта деңгейде танылды. Зерттеудің тағы бір нәтижесіне сәйкес, мұғалімдердің лингводидактикалық құзыреттіліктері және олардың материалдар мен заманауи оқыту технологияларын пайдалану дағдылары гендерлік айнымалыға

байланысты айырмашылықтарды көрсетеді. Сонымен қатар, мұғалімдердің лингводидактикалық құзыреттіліктері кәсіби тәжірибеге байланысты айырмашылықтарды көрсетті. Мұғалімдердің кәсіби өтілі ұлғайған сайын олардың лингводидактикалық оқу құзыреттері артады. Қорыта айтқанда, мұғалімдердің материалдар мен заманауи оқыту технологияларын пайдалану қабілеті олардың лингводидактикалық оқытудың тиімділігіне айтарлықтай әсер етеді.

Түйін сөздер: бастауыш мектеп, мұғалімдер, екінші тілді оқыту, заманауи оқыту, технология.

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ИССЛЕДОВАНИЕ ЛИНГВОДИДАКТИЧЕСКИХ КОМПЕТЕНЦИЙ И НАВЫКОВ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ НАЧАЛЬНОЙ ШКОЛЫ ПО ИСПОЛЬЗОВАНИЮ МАТЕРИАЛОВ И СОВРЕМЕННЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ

Аннотация

В настоящей работе исследуются лингводидактические компетенции и навыки учителей иностранных языков начальной школы в Казахстане, с особым акцентом на их способности эффективно использовать учебные материалы и современные образовательные технологии. Поскольку спрос на владение иностранным языком продолжает расти, роль учителей в содействии раннему развитию языка становится все более важной. В этом контексте лингводидактические компетенции учителей иностранных языков и их способность использовать материалы и современные технологии обучения были определены в качестве цели этого исследования. Исследование проводилось с использованием методов причинно-следственного и корреляционного опроса из количественных методов исследования. Для сбора данных использовались шкалы «Лингводидактическая педагогическая компетентность учителей» и «Навыки учителей в использовании материалов и современных технологий обучения». Результаты показывают различные уровни компетентности как в лингводидактике, так и в использовании современных технологий обучения. В то время как некоторые учителя демонстрируют продвинутое навыки, другие испытывают трудности с эффективной интеграцией цифровых ресурсов. Согласно результатам исследования, лингводидактические компетенции преподавателей и их навыки использования материалов и современных технологий обучения были признаны на среднем уровне. Согласно другому результату исследования, лингводидактические компетенции преподавателей и их навыки использования материалов и современных технологий обучения демонстрируют различия в зависимости от гендерной переменной. Кроме того, лингводидактические компетенции преподавателей показали различия в зависимости от профессионального стажа. По мере увеличения профессионального стажа преподавателей их лингводидактические компетенции обучения повышаются. Наконец, способность преподавателей использовать материалы и современные технологии обучения существенно влияет на эффективность их лингводидактического обучения.

Ключевые слова: начальная школа, учителя, преподавание второго языка, современное обучение, технология.

Introduction. The term didactics is taken from the ancient Greek word didaskio, which means learning, teaching, and Didaskalos means teacher. According to Krogh, Qvortrup and Graf (2021), there are three levels (types) of Didactics. The first of these is the Theoretical or Research level. In this context, Didactics is a discipline of study. Different Didactic theories or models put forward different theoretical foundations in terms of their focus, functions, etc. [4]. At the second level, Didactics is a field of practice and deals with areas such as teaching and content selection. Therefore, this level represents the application aspect of Didactics. In the application dimension, Didactics can be divided into subtypes such as General Didactics and Domain Specific Didactics (Foreign Language Didactics, Language Didactics, etc.). While General Didactics deals with educational decision-making, learning and teaching theories, Domain-Specific Didactics focuses on the use of subject area knowledge in achieving the general aims of Didactics [5]. The third and final level is Discursive Didactics. At this level, Didactics functions as a reference point for teachers and

teacher trainers (in general, all professionals specialized in education) to ground and revise their thinking when making discourses on topics such as teaching and learning. Didactics represents an influential educational tradition in continental Europe (especially Germany and Northern Europe). The didactic tradition shows some similarities with different teaching paradigms in terms of teacher training, teachers' role in the classroom, content selection and instruction, etc., but it also has significant differences.

There are three main questions that reflect the characteristics and functioning of didactics:

- (1) What is to be learned and taught?
- (2) Why should something be learned and taught?
- (3) How can we learn and teach?

The first of these three questions constitutes the content dimension of Didactics, the second the purpose dimension and the third the means or method dimension. In terms of the interaction of the three dimensions, it can be said that there are three elements of Didactics: content, teacher, and student [5]. In this sense, the word didactics refers to the ways, methods and techniques (practices) used to match knowledge and students in the practical process of education. Since the teaching process is actually an interaction between people, the didactic process can also be explained as the exchange of information between the teacher and the student. In this relationship, the teacher is the "instructor" and the student is the "learner". The science that regulates the relationship between these two can be defined as the science of teaching, i.e. didactics.

In the didactic tradition, the teacher is a person who works within the framework created by the educational authority but is not guided by it, and therefore has a high level of professional autonomy. In line with didactic thought, he/she is the creator of the program, not the implementer. In the didactic tradition, the teacher is seen as an intellectual with autonomy and moral responsibility for teaching. Therefore, teacher education in this tradition aims to provide teachers with these characteristics. In other words, Didactics does not claim that the teacher is not dependent on or responsible for any authority. In the Didactic tradition, one can speak of an expert teacher who acts autonomously in the space provided by authority [6].

The teacher is a player in a system consisting of the didactic environment and the student. The student plays himself in the game played in the didactic environment. For the student, knowledge is to grasp the basic rules and strategies of the game and to arrive at the winning strategy. The teacher's main aim is to design a game with the most appropriate tools for understanding the rules and strategies of the game and then the winning strategy, to set up the system of student-didactic environment in which this game will be played, and to engage the student in the game. In Didactic Situation Theory, the didactic environment is the natural environment in which the student is situated. Just as each lesson has its own didactic environment, the environment that occurs during the class hours of a lesson in which different subjects are covered is an environment specific to that time period. According to this theory, learning is not reduced to the result of transferring information from the teacher to the student; it is considered as making sense of and coping with situations that occur in the didactic environment. Teaching a piece of knowledge requires the creation of a didactic environment in which the student has to use that knowledge to learn. Therefore, in Didactic Situation Theory, knowledge is what is acquired by students as a result of the interactions between teacher-knowledge and student in a special environment organized by the teacher [7]. In this context, teachers of all subjects in general and English teachers in particular should have competencies in didactic teaching and should be able to use instructional technologies and different teaching methods effectively in making their lessons effective.

The theoretical analysis of scientific articles on foreign language teaching and acquisition leads us to the conclusion that despite the abundance of all FLT approaches and techniques, this field of study still lacks the tools to ensure learners' full linguistic and, most importantly, cultural development. However, the importance of language strategies in foreign language learning has been

widely recognized [8]. Since 2010, many articles have systematically reviewed the research on language learning strategies [9]. Previous research has investigated language learning strategies from various perspectives, including listening comprehension [10], oral communication or spoken communication [11], reading comprehension, vocabulary and writing [12]. In general, both offline and technology-supported learning contexts have revealed that these different learning strategies are useful in achieving learning goals.

Traditional approaches to second language teaching have begun to change drastically with the advent of technological innovations. The general findings of research studies on the integration of educational technologies suggest that technology can provide opportunities to create an adequate and powerful learning environment; an environment that can increase language learners' motivation, willingness to communicate, and independence [13].

There are many methods and approaches used to teach foreign languages to children starting from primary school [14]. When choosing these methods and approaches, it is important to determine the characteristics of the learners and the purpose for which they will use the language they learn [15]. In the direct instruction model, which is one of the methods used in foreign language teaching, the aim is to integrate the language learned into daily life. Teachers should have a good command of the foreign language and should be able to develop students' language skills in a multidimensional way by using various teaching technologies and materials [16].

Linguadidactic teaching in foreign language teaching is more prominent in developing students' grammar-grammar skills. This method, which has been used in Turkey for many years, has been criticized for being teacher-centered, for being based on teaching grammar rules that are not used by students, and for its contradictions in supporting the development of other foreign language learning skills [17]. However, two factors are important for the effective conduct of lessons in foreign language teaching in primary school: English teachers and classroom teachers. Therefore, the possible advantages and disadvantages of both situations should be examined in depth. English teachers have to teach the same subject several times in the same day and this can lead to a decrease in their interest and motivation [18]. In addition, most of the English teachers have acquired the language they teach and this should not be perceived as a major disadvantage compared to classroom teachers.

Teachers who are responsible for foreign language education in the early years are usually either classroom teachers or teachers specializing in languages. In this case, as already mentioned, EFL teachers need to have the skills to create teaching materials according to children's levels and to use technological tools. Considering that learning a foreign language is a lifelong process, it is inevitable for students to be equipped and self-confident in this process. This can only be realized with the guidance of teachers who can follow innovations, develop teaching strategies, and have high learning-teaching competencies with all kinds of tools and materials suitable for new teaching/learning methods and approaches. When the related literature was examined, it was seen that there are studies on the teaching competencies of primary school teachers and English language teachers [19] working at various grades, but there is very limited research on the linguadidactic competencies of primary school English language teachers and their ability to use modern technologies. In addition, the use of materials and modern technological skills of English teachers in their lessons were accepted as a variable and it was examined whether there is a significant relationship between lingua-didactic competencies and materials and modern teaching technologies skills of teachers according to this variable.

Basic provisions. The successful implementation of the language teaching program can impact Kazakhstan's language education development process. Knowing the competencies of teachers, especially for English curriculum practices at the primary school level, will be instrumental in taking the necessary measures to provide the necessary skills to teachers before or during the pre-professional period. When the concept of self-efficacy is considered in terms of teaching profession,

it can be said that self-efficacy perception has an important role on performance and aspiration [1]. Teachers' perceptions of self-efficacy are related to the effort they exert in teaching, their persistence in setting goals and when things are not done properly, and their resilience when they encounter obstacles [2]. In other words, self-efficacy is teachers' judgments about their belief that they can motivate their students, including problematic students and students with low readiness levels. Studies reveal that individuals tend to do the tasks that they feel competent and secure and avoid the tasks that they do not feel competent and secure. It is seen that they behave reluctantly in tasks where they think that the outcome will not be as they want and they perform according to the tendency to predict the outcome [3]. On the basis of these theories, in this study, the linguadidactic teaching competencies of primary school EFL teachers appear as a determining factor in terms of English language teaching.

Materials and methods. In this study, which aims to determine the Linguadidactic Competencies And Skills Of Using Materials And Modern Teaching Technologies of primary school foreign language teachers, the methods suitable for single survey, relational survey and causal comparison models were applied together. The single survey model is a research model in which the individual situations of the variables that are the subject of the research are described. The correlational survey model is a research model used to determine whether there is a relationship between two variables [20]. Causal comparison is a research model used to determine whether the specified indicators differ according to variables such as gender and professional seniority. In this context, trying to describe the Linguadidactic Competencies And Skills Of Using Materials And Modern Teaching Technologies of primary school foreign language teachers of 4th grade students is an approach specific to the single survey model. On the other hand, in cases where the relationship between various independent variables and competencies and skills was questioned, relational survey methods were used, and causal comparative research methods were used to examine whether the scores differed according to the levels of the relevant independent variables.

The population of the study consists of public primary schools in the provincial centers in Kazakhstan in the academic year 2022-2023. Since the population of the research is quite large in terms of number and geography, sampling was taken into account. In this context, sampling calculation techniques widely accepted in the literature such as Bartlett, Kotrlik, and Higgins, Krejcie and Morgan and calculation programs of different research institutions were used. Although the margin of error is generally taken as 5 percent in most of the mentioned studies, the margin of error was set as 3 percent with a stricter approach. The confidence interval was taken as 99% with a stricter approach, though it is recommended as 95%. In spite of all these rigid rules, the sample size was calculated to be 220. In this framework, the measurement tool was sent to 260 English teachers working in different primary schools. The questionnaire was completed by 228 teachers. In the preliminary evaluation made before data entry, 4 measurement tools, most of which were left blank or had a certain pattern, were excluded from the evaluation. Thus, the study was conducted on 224 English teachers.

Data Collection Tools. The scale of teachers' skills in using Materials and Modern Teaching Technologies used in this study was adapted from Roblyer, Edwards & Havriluk's questionnaire for the Social Learning Project of Ohio University in the USA and adapted to the Kazakh educational system. The validity and reliability of this questionnaire was tested by the researchers. The other six questions of this questionnaire are related to educational technologies. These six questions have sub-questions. These questions are generally divided into 4 subscales: a) Traditional instructional technologies (7 questions in total: blackboard, graphics, large size picture, book, bulletin board, cartoon and diagram). b) Computer technologies (13 questions: IBM or Mac, Windows, Dos, Word, Powerpoint, Excel, scanner, digital camera, datashow, LCD panel, multimedia, printer and laptop). c) Audio-visual technologies (10 questions: television, video, laserdisc, film, filmstrip, video camera, radio, tape recorder, audio cassette, and overhead projector). d) Internet-based technologies (6 questions: internet, www pages, digital technologies, Web 2.0 tools, mobile technologies).

There are 36 questions in total in the scale, which has a Likert-type 5-point rating system. In the test application of the scale on foreign language teachers in Kazakhstan, Cronbach Alpha coefficients ranged between .78 and .86 for each subscale. The reliability coefficient for the whole scale was calculated as .83.

A Likert-type scale developed by the researchers was used to determine the Linguadidactic competencies of English teachers regarding the implementation of the primary school English curriculum. The scale includes items to determine English teachers' Linguadidactic competencies related to the implementation of the curriculum. In the development of the scale, the items of the TSES (Teachers Sense of Efficacy Scale) developed by Tschannen-Moran and Woolfolk Hoy were utilized. The 25-item scale was subjected to exploratory factor analysis to determine its construct validity. The purpose of factor analysis is to reduce the number of variables and to classify the variables [21]. In line with this purpose, Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity Tests as well as the rows or columns of the factor loading matrix arranged with the varimax rotation technique were aimed to put it into a simplified and simple structure. For the application of exploratory factor analysis, it is recommended that the Kaiser-Meyer-Olkin (KMO) value should be greater than .60 and the Barlett sphericity test result should be significant ($p < .05$) [22].

In the study, the fact that the KMO value of the scale was .85.6 and the χ^2 value of the Barlett test result was 2021.24 and significant ($p < 0.05$) proved that the data were suitable for factor analysis. In the exploratory factor analysis, in determining the items to be included in the scale, the eigenvalues of the items should be 1, the loading value of the items should be at least .35, and the difference between the items in two factors should be at least .10 [23]. As a result of the analyses, it was found that the loading value of the items was .38 and the scale consisted of three sub-dimensions. The first factor (Competence in implementing the curriculum), which reveals the linguadidactic competencies of English teachers regarding the implementation of the primary school English curriculum, consists of 8 items with factor loadings between .58-.75, the second factor (Didactic Pedagogical Content Knowledge Competence) consists of 10 items with factor loadings between .47-.73, and the third factor (Content Knowledge Competence) consists of 7 items with factor loadings between .38-.71.

Cronbach-Alpha reliability coefficient of the scale was calculated as .80 for the first factor structure (Applicability of the Program), .82 for the second factor structure (Pedagogical Content Knowledge Competence), .79 for the third factor structure (Field Education Knowledge Competence) and .85 for the whole scale.

Data Analysis Techniques. The analysis of the data collected within the scope of the evaluation study was carried out according to quantitative data analysis methods. In order to determine the statistical methods to be used in the analysis of the data obtained from the scale used to determine the linguadidactic competencies of English teachers regarding the implementation of the primary school English curriculum, the Kolmogorov-Smirnov Z test was used to determine whether the data had a normal distribution and the Levene test was used to reveal the homogeneity of the data. As a result of the normality test, since the condition of normal distribution was met, t-test and one-way analysis of variance (One Way ANOVA), which are parametric statistical techniques, were used in the study. The significance level was taken as .05 in all analyzes. In addition, SPSS 26.0 package program was used in the data analysis process.

In the evaluation of arithmetic averages, score ranges were determined as $4/5=0.80$ by using the formula "Range Width = Range Width (Range)/Number of Groups" (Tekin, 1996). The score ranges determined accordingly are given in Table 1.

Table 1 – Score Intervals for Likert-type Scale

Score	Level	Score Ranges
(5)	Very High	4.21-5.00
(4)	High	3.41-4.20
(3)	Middle	2.61-3.40
(2)	Low	1.81-2.60
(1)	Very Low	1.00-1.80

Results. The arithmetic mean of primary school EFL teachers' perceptions of their linguadidactic teaching competencies is given in Table 2. Table 3 presents descriptive findings on the participant teachers' ability to use materials and modern teaching technologies.

Table 2 - Descriptive Statistics Results Regarding Primary School EFL Teachers' Linguadidactic Teaching Competencies

	N	Minimum	Maximum	Mean	Std. Deviation
Competence in preparing didactic programs and plans	224	2.00	5.00	3.04	0.48
Pedagogical Content Knowledge Competence	224	1.86	5.00	3.19	0.68
Didactic Field Education Knowledge Competence	224	1.00	5.00	3.03	0.83
Overall Linguadidactic Competencies	224	2.00	4.38	3.09	0.52

As seen in Table 2, the arithmetic mean of the scores of the primary school English teachers who participated in the study was 3.04; the mean of the 'Competence in Preparing Didactic Program and Plans' subscale was 3.19; the mean of the 'Competence in Pedagogical Content Knowledge' subscale was 3.19; the mean of the 'Competence in Didactic Content Knowledge' subscale was 3.03 and finally the overall mean of Linguadidactic Competencies was 3.09. Thus, it can be stated that primary school English teachers' linguadidactic competencies are at a medium level.

Table 3 - Descriptive Statistical Results of Primary School Foreign Language Teachers' Skills in Using Materials and Modern Teaching Technologies

	N	Minimum	Maximum	Mean	Std. Deviation
Ability to use traditional teaching materials	224	1.83	5.00	3.98	0.71
Ability to Use Computer Technologies	224	1.00	3.44	2.69	0.41
Ability to Use Audiovisual Technologies	224	1.17	5.00	3.35	0.65
Ability to Use Internet-Based Technologies	224	1.00	5.00	2.65	0.53
Overall Skills in Using Materials And Modern Teaching Technologies	224	2.41	4.23	3.19	0.33

As seen in Table 3, the arithmetic mean of the scores of the primary school English teachers who participated in the study was found to be 3.98; the mean of the 'Ability to use traditional teaching technologies' subscale was found to be 2.69; the mean of the 'Ability to use computer technologies' subscale was found to be 2.69; the mean of the 'Ability to use audio-visual technologies' subscale was found to be 3.35; the mean of the 'Ability to use Internet-based technologies' score was found to be 2.65 and finally the general mean of the 'Ability to use materials and modern teaching technologies' was found to be 3.19. Thus, it can be stated that primary school English teachers' ability to use traditional teaching technologies is high whereas their ability to use other materials and modern technologies is at medium level.

Table 4 - t Test Results Regarding the Comparison of Primary School EFL Teachers' Lingu didactic Teaching Competencies According to Gender Variable

	Gender	N	Mean	Std. Deviation	T	P
Competence in preparing didactic programs and plans	Female	145	3.10	0.52	2.40	0.02
	Male	79	2.94	0.39		
Pedagogical Content Knowledge Competence	Female	145	3.26	0.66	2.10	0.04
	Male	79	3.06	0.71		
Didactic Field Education Knowledge Competence	Female	145	3.05	0.78	0.27	0.78
	Male	79	3.01	0.93		
Overall Lingu didactic Competencies	Female	145	3.14	0.50	1.79	0.07
	Male	79	3.00	0.56		

In Table 4, the lingu didactic competencies of primary school EFL teachers were analyzed according to gender variable. As can be seen in the table, t values of 2.40, 2.10, 0.27 and 1.73 were found between the scores of 'Competence in Preparing Didactic Program and Plans', 'Pedagogical Content Knowledge Competence', 'Didactic Content Knowledge Competence', 'Didactic Content Knowledge Competence' and 'Lingu didactic Competence' subscales respectively. According to these values, the t values calculated in the subscales of 'Competence in preparing didactic programs and plans' and 'Pedagogical Content Knowledge Competence' of primary school EFL teachers was found significant according to gender variable. In these dimensions, female teachers obtained high averages. However, no significant difference was found in the other subscales and the whole scale according to gender variable.

Table 5 - t Test Results Regarding the Comparison of Primary School Foreign Language Teachers' Skills in Using Materials and Modern Teaching Technologies According to Gender Variable

	Gender	N	Mean	Std. Deviation	T	p
Ability to use traditional teaching materials	Female	145	4.01	0.68	0.59	0.55
	Male	79	3.95	0.75		
Ability to Use Computer Technologies	Female	145	2.65	0.48	-2.26	0.02
	Male	79	2.78	0.23		
Audio Visual Technologies	Female	145	3.31	0.66	-1.11	0.27
	Male	79	3.42	0.64		
Ability to Use Internet-Based Technologies	Female	145	2.58	0.54	-2.77	0.01
	Male	79	2.78	0.50		
Overall Skills in Using Materials And Modern Teaching Technologies	Female	144	3.17	0.32	-1.40	0.16
	Male	79	3.23	0.36		

In Table 5, primary school EFL teachers' skills of using Materials and Modern Teaching Technologies were analyzed according to gender variable. As can be seen in the table, in terms of the gender of the primary school EFL teachers participating in the study, t values of 0.59 were calculated between the scores of the 'Ability to Use Traditional Teaching Technologies' subscale; 2.26 between the scores of the 'Ability to Use Computer Technologies' subscale; 1.11 between the scores of the 'Ability to Use Audio-Visual Technologies' subscale; 2.77 between the scores of the 'Ability to Use Internet-Based Technologies' subscale and finally 1.40 between the overall average scores of the Skills of Using Materials And Modern Teaching Technologies. From this point of

view, the mean scores of primary school English teachers in the subscales of 'Using Computer Technologies Skill' and 'Using Internet Based Technologies Skill' showed a significant difference according to gender variable. Male teachers obtained higher mean scores in these skills. However, no significant difference was found in the mean scores of 'Skills for Using Materials and Modern Teaching Technologies Overall' according to gender variable.

Table 6 - F Test Results Regarding the Comparison of Primary School EFL Teachers' Linguadidactic Teaching Competencies According to the Variable of Professional Seniority

	Professional Seniority	N	Mean	Std. Deviation	F	p
Competence in preparing didactic programs and plans	0-5 years	41	2.75	0.25	16.32	0.000
	6-10 years	39	2.81	0.33		
	11-15 years	100	3.12	0.48		
	16 years and more	44	3.33	0.56		
	Total	224	3.04	0.49		
Pedagogical Content Knowledge Competence	0-5 years	41	3.16	0.61	13.48	0.000
	6-10 years	39	2.72	0.63		
	11-15 years	100	3.21	0.67		
	16 years and more	44	3.60	0.55		
	Total	224	3.19	0.68		
DidacticsField Education Knowledge Competence	0-5 years	41	2.80	0.71	7.487	0.000
	6-10 years	39	2.62	0.65		
	11-15 years	100	3.16	0.83		
	16 years and more	44	3.33	0.90		
	Total	224	3.03	0.83		
Overall Linguadidactic Competencies	0-5 years	41	2.91	0.39	18.046	0.000
	6-10 years	39	2.72	0.44		
	11-15 years	100	3.16	0.51		
	16 years and more	44	3.42	0.49		
	Total	224	3.09	0.52		

In Table 6, the linguadidactic competencies of primary school EFL teachers were analyzed according to the variable of professional seniority. As can be seen in the table, F values of 16.32, 13.48, 7.48 and 18.04 were found between the scores of 'Competence in preparing didactic programs and plans', 'Pedagogical Content Knowledge Competence', 'Didactic Content Knowledge Competence' and 'Didactic Content Knowledge Competence' subscales respectively. According to these values, the F values calculated for all dimensions of the Linguadidactic scale and overall Linguadidactic competencies of primary school EFL teachers were found to be significant according to the variable of professional seniority. According to the Tukey test analysis, it was seen that EFL teachers with a professional seniority of 11 years and above had higher linguadidactic competencies compared to their colleagues with lower seniority.

Table 7 - F Test Results for the Comparison of Primary School Foreign Language Teachers' Skills in Using Materials and Modern Teaching Technologies According to the Variable of Professional Seniority

	Professional Seniority	N	Mean	Std. Deviation	F	p
Ability to use traditional teaching materials	0-5 years	41	3.97	0.67	2.70	0.046
	6-10 years	39	4.16	0.82		
	11-15 years	100	3.85	0.74		

	16 years and more	44	4.13	0.48		
	Total	224	3.98	0.71		
Ability to use computer technologies	0-5 years	41	2.66	0.21	1.45	0.227
	6-10 years	39	2.73	0.21		
	11-15 years	100	2.65	0.49		
	16 years and more	44	2.80	0.47		
	Total	224	2.69	0.41		
Ability to Use Audiovisual Technologies	0-5 years	41	3.35	0.60	1.25	0.290
	6-10 years	39	3.42	0.62		
	11-15 years	100	3.27	0.71		
	16 years and more	44	3.48	0.60		
	Total	224	3.35	0.66		
Internet Based Technologies	0-5 years	41	2.55	0.33	0.87	0.454
	6-10 years	39	2.71	0.51		
	11-15 years	100	2.64	0.59		
	16 years and more	44	2.72	0.59		
	Total	224	2.65	0.53		
Overall Skills in Using Materials And Modern Teaching Technologies	0-5 years	41	3.13	0.30	3.23	0.023
	6-10 years	39	3.26	0.33		
	11-15 years	100	3.14	0.35		
	16 years and more	44	3.29	0.32		
	Total	224	3.19	0.33		

In Table 7, primary school EFL teachers' skills of using Materials and Modern Teaching Technologies were analyzed according to the variable of professional seniority. As can be seen in the table, in terms of the professional seniority of the primary school EFL teachers participating in the study, F values of 2.70 were calculated between the scores of the 'Ability to Use Traditional Teaching Technologies' subscale; 1.45 between the scores of the 'Ability to Use Computer Technologies' subscale; 1.25 between the scores of the 'Ability to Use Audio-Visual Technologies' subscale; 0.87 between the scores of the 'Ability to Use Internet-Based Technologies' subscale and finally 3.23 between the general average scores of the Ability to Use Materials And Modern Teaching Technologies. From this point of view, the mean scores of primary school EFL teachers on the subscale of 'Skills of Using Traditional Instructional Technologies' and the total scale of 'Skills of Using Materials And Modern Teaching Technologies' showed a significant difference according to the variable of professional seniority. Male teachers obtained higher mean scores in these skills. According to the Tukey test analysis, it was seen that English teachers with a professional seniority of 11 years and above had higher 'Skills of Using Materials and Modern Teaching Technologies' compared to their colleagues with lower seniority.

Table 8 - Regression Analysis Results for the Relationship between Primary School EFL Teachers' Linguadididactic Competencies and Their Ability to Use Materials and Modern Teaching Technologies

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Skills in Using Materials And Modern Teaching Technologies	2.697	0.175		15.375	0.000
	0.148	0.065	0.151	2.277	0.024
R=0.151; R2=0.023; F=5.18					

In Table 8, the relationships between primary school EFL teachers' linguadidactic teaching competencies and their ability to use materials and modern teaching technologies were tested with regression analysis technique. According to the analysis, an R value of 0.15 was calculated between the two variables. The regression coefficient shows that the ability to use materials and modern teaching technologies significantly predicts linguadidactic teaching competencies. 2.3% of the change in primary school EFL teachers' linguadidactic teaching competencies is due to their ability to use materials and modern teaching technologies. However, the beta coefficient shows that there is a low level relationship between the two variables.

Discussion. This study examined primary school English teachers' linguadidactic teaching competencies and their ability to use materials and modern teaching technologies in terms of some variables. In the first finding of the study, the linguadidactic teaching competencies of the participant EFL teachers were examined descriptively and then tried to be explained according to gender and professional seniority variables. In this respect, we can say that the competencies of teachers teaching English at primary school level in Kazakhstan are partially inadequate in the implementation of linguadidactic teaching. According to the analysis, the linguadidactic teaching competencies of the participant EFL teachers were found to be at a medium level.

However, no significant difference was found according to the gender of the teachers. In the studies, it was observed that English teachers had problems in conducting lessons in early age groups and using effective strategies and methods according to student levels. In the studies conducted, it is thought that in English language teaching in primary schools, teachers have problems in getting down to the level of their students and that teachers need in-service training on development and learning.

According to Teng & Zhang [20, p 56], in didactic teaching, the teacher is largely present in the lesson and subject area. The main responsibility for structuring the lesson, using effective teaching-learning strategies, and mobilizing students lies with the teacher. This is especially the case in the early years of English classes. A mixed design study [20, p 64], investigated Hong Kong English teachers' concerns about implementing the new curriculum by administering the EA questionnaire and then examined the relationship between teachers' training and professional experience with the new curriculum. According to the findings of the study, it was observed that teachers had intense concerns in all phases. In addition, according to the results obtained from qualitative data, it was determined that teachers perceived the new curriculum personally and experienced professional insecurity. In this respect, we can say that teachers of English courses at the primary school level have problems in realizing a linguadidactic teaching and helping students reach the objectives of the program.

The need to teach English as a means of communication emphasizes the need for practice-based training for teachers. According to the Werler national needs report, the fact that English is taught based on rote memorization and grammar rather than communication is one of the reasons why students are not successful in English. In Wermke & Prøitz's study, it is seen that teachers who teach English in primary schools show a lower level of competence in active language skills than in passive language skills. In this context, it is important to improve the competence of teachers who teach foreign language classes to early age children in applying different teaching strategies and methods, especially linguadidactic teaching. In the study, it was also observed that English teachers with higher professional seniority had higher linguadidactic teaching competencies. In this respect, we can say that teachers' perceptions of efficacy increase as their experience in teaching English increases, especially at primary school levels.

In another finding of this study, primary school EFL teachers' competencies in using materials and modern teaching technologies were analyzed according to gender and professional seniority variables. According to the analysis, primary school EFL teachers feel themselves competent in using traditional teaching technologies. However, they have some problems with their ability to use

internet and computer technologies. In numerous studies, it is seen that in foreign language learning environments where information and communication technologies are used, positive results such as students' attitudes towards learning the target language, motivation, self-confidence and enthusiasm increase, targeted language skills are improved, foreign language learning becomes easier and faster. However, the effective use of information and communication technologies depends on the teacher. Research shows that one of the most important factors that enable the effective use of ICT in teaching and learning environment is teacher attitude. As a result of the descriptive survey design, it was revealed that teachers were in the typical non-user profile. It was concluded that teachers were more concerned with personal concerns and that they were concerned about being effective in their lessons after these concerns were resolved. In addition, the study found that there was no significant difference in teachers' skills in terms of integrating technology according to their demographic characteristics (teaching experience, whether they received professional development activities or not).

In the last finding of the study, the relationship between primary school EFL teachers' linguadidactic teaching competencies and their ability to use materials and modern teaching technologies was examined. According to the regression analyses, it was found that the participant EFL teachers' ability to use materials and modern teaching technologies significantly affected their linguadidactic teaching efficacy. As the teachers' ability to use materials and modern teaching technologies increased, their linguadidactic teaching efficacy increased. Accordingly, it can be said that if primary school EFL teachers' technological skills increase, their perception of linguadidactic self-efficacy also tends to increase. Depending on this situation, it can be stated that conscious teachers who adopt technology, integrate it into their educational life and feel competent in its use have positive attitudes in their perception of teaching self-efficacy and adopt the belief that they can be successful in their profession.

Conclusion. As a result, it is seen that primary school English teachers' skills in linguadidactic teaching and using instructional technologies are at a medium level. It is understood that teachers have problems in implementing linguadidactic teaching in primary schools. In addition, it was seen that English teachers had high skills in using traditional technologies in their lessons, but they had problems in using modern instructional technologies. However, using versatile instructional technologies in their lessons positively affects English teachers' linguadidactic competencies. Therefore, English teachers in primary schools can be provided with seminars or in-service training in order to improve their teaching competencies and technology usage skills. Language teaching methods and techniques for young children, language skills teaching strategies for children, and instructional technology courses can be added to the programs of English teacher training institutions. When we look at the studies on the evaluation of the English curriculum especially at the primary school level, it is seen that teachers often make statements that students in this age group are young learners and therefore the level of student readiness is low. According to Piaget's theory of cognitive development, primary school children are in the concrete operations period. In this context, informative seminars, meetings and workshops on the implementation of the primary school English curriculum should be given to teachers at the beginning of each academic year before the program is implemented. Considering the age group and developmental levels of the targeted students, the achievements and contents of the English curriculum should be revised. This research can be repeated in the same study population after a certain period of time. In this way, it can be examined whether there are changes in teachers' linguadidactic teaching competence and their ability to use instructional technologies.

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