
ПЕДАГОГИКА ЖӘНЕ ПӘНДІ ОҚЫТУ ӘДІСТЕМЕСІ

UDC 37.022; IRSTI 14.07.07

<https://doi.org/10.47526/2022-1/2664-0686.06>**G.A. RIZAKHOJAYEVA¹, I.Sh. ORAZALI²**¹*PhD, Acting Associate Professor of Khoja Akhmet Yassawi International Kazakh-Turkish University (Kazakhstan, Turkistan), e-mail: gulnara_rizahodja@mail.ru**<https://orcid.org/0000-0002-6791-243X>*²*Master's Student of Khoja Akhmet Yassawi International Kazakh-Turkish University (Kazakhstan, Turkistan), e-mail: indira.orazali@ayu.edu.kz**<https://orcid.org/0000-0003-3016-7015>***TOWARDS ENCOURAGING STUDENTS' PUBLIC SPEAKING SKILLS:
ACTION RESEARCH IN ENGLISH LANGUAGE TEACHING**

Abstract. This article describes the approaches and technologies used to develop public speaking skills in English lessons. The Action Research was conducted using a communicative approach in the development of speaking and public speaking skills of English language learners. The three-month study consisted of three stages. The experimental training was attended by 70 participants who wanted to develop public speaking skills in English. The participants of the experimental training were of different ages and different social status. The training was conducted online, in connection with the pandemic period, using information and communication technologies. During the experimental training, the ZOOM platform, the ELSA Artificial Intelligence application, personal e-mail and telegram chats of participants were used. Within the framework of the approach used, the participants showed 3 different levels of results. 47 participants reached the highest level, 19 participants reached the average level, and the remaining 4 participants achieved results below other results. Thanks to daily practice, public speaking skills in a foreign language are formed and developed. Taking into account the results and opinions of the participants of the experimental training, it can be concluded that the communicative approach in teaching a foreign language is the most effective and efficient. The results showed that the use of a communicative approach had a positive effect on the development of public speaking skills of English language learners.

Keywords: public speaking skills, English language, approach, communicative, technologies.

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**Көпшілік алдында сөйлеу дағдыларын дамыту:
ағылшын тілін оқытудағы іс-әрекеттегі зерттеу**

Аңдатпа. Бұл мақалада ағылшын тілі сабақтарында көпшілік алдында сөйлеу дағдыларын дамыту үшін қолданылатын тәсілдер мен технологиялар сипатталған. Іс-әрекеттегі зерттеу ағылшын тілін үйренушілерінің сөйлеу және көпшілік алдында сөйлеу дағдыларын дамытуда коммуникативтік тәсілді қолдану арқылы жүргізілді. Үш айлық зерттеу үш кезеңнен тұрды. Тәжірибелік оқытуға ағылшын тілінде көпшілік алдында сөйлеу дағдыларын дамытқысы келетін 70 адам қатысты. Тәжірибелік оқытуға қатысушылар әр түрлі жастағы және әр түрлі әлеуметтік мәртебеге ие болды. Оқыту пандемия кезеңіне байланысты ақпараттық-коммуникациялық технологияларды пайдалана отырып, онлайн жүргізілді. Тәжірибелік оқыту барысында ZOOM платформасы, ELSA Artificial Intelligence қосымшасы, жеке электрондық пошта және қатысушылардың телеграм-чаттары қолданылды. Қолданылған тәсіл аясында қатысушылар 3 түрлі нәтиже деңгейін көрсетті. 47 қатысушы ең жоғары деңгейге жетті, 19 қатысушы орта деңгейге жетті, ал қалған 4 қатысушы басқа нәтижелерден төмен нәтижелерге қол жеткізді. Күнделікті тәжірибе арқылы шет тілінде көпшілік алдында сөйлеу дағдылары қалыптасады және дамиды. Тәжірибелік оқытуға қатысушылардың нәтижелері мен пікірлерін ескере отырып, шет тілін оқытудағы коммуникативтік тәсіл ең тиімді және нәтижелі деп қорытынды жасауға болады. Нәтижелер коммуникативтік тәсілді қолдану ағылшын тілін үйренушілерінің көпшілік алдында сөйлеу дағдыларын дамытуға оң әсерін тигізгенін көрсетті.

Кілт сөздер: көпшілік алдында сөйлеу дағдылары, ағылшын тілі, көзқарас, коммуникативті, технологиялар.

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**Развитие навыков публичного выступления:
исследование в действии при обучении английскому языку**

Аннотация. В этой статье описываются подходы и технологии, используемые для развития навыков публичной речи на уроках английского языка. Исследование в действии проводилось с применением коммуникативного подхода в развитии навыков говорения и публичной речи обучающихся английскому языку. Трехмесячное исследование состояло из трех этапов. В экспериментальном обучении приняли участие 70 человек, желающих развить навыки публичной речи на английском языке. Участники экспериментального обучения были разного возраста и разного социального положения. Обучение проводилось онлайн, в связи с периодом пандемии, с использованием информационно-коммуникационных технологий. В процессе экспериментального обучения использовались платформа ZOOM, приложение ELSA Artificial Intelligence, личная электронная почта и телеграм-чаты участников. В рамках используемого подхода участники показали 3 разных уровня результатов. 47 участников достигли самого высокого уровня, 19 участников достигли среднего уровня, а остальные 4 участника достигли результатов ниже других результатов. Благодаря ежедневной практике навыки публичной речи на иностранном языке формируются и развиваются. Учитывая результаты и мнения участников экспериментального обучения, можно сделать вывод, что коммуникативный подход в

обучении иностранному языку является наиболее эффективным и плодотворным. Результаты показали, что применение коммуникативного подхода оказало положительный эффект на развитие навыков публичной речи обучающихся английскому языку.

Ключевые слова: навыки публичного выступления, английский язык, подход, коммуникативный, технологии.

Introduction

In the context of today's economic globalization, language plays a vital role as «a means of production and the product itself». Of the more than 5,000 languages spoken today, English is the most widely spoken language in the developed economy [1]. The English language spread globally in lots parts of the world. The British Council estimates that there are 1.75 billion English learners globally, about three-quarters of whom speak English as a foreign language [2]. Due to the growing popularity of learning English, the English learning market has expanded dramatically worldwide, especially in Asia [3].

Nowadays, in the condition of globalized world, competence in communication is necessary in all spheres. In particular, public speaking plays a vital role in presenting new ideas, projects, certain products, and successful completion of important meetings. Speaking in an engaging, adequate, relevant, and positive way is essential in business, education, culture, politics, and the media. Therefore, everyone must understand the importance of public speaking.

Today, the main requirement for teachers of foreign languages is to teach students adequate, fluent and grammatically correct speech. To fulfill this requirement, teachers choose different methods. Each English teacher tries to select the most effective way and use it in the classroom. However, even though there are so many teaching methods, it is evident that there are some difficulties in the process of implementing them in classroom. One of the tasks is to develop students' English speaking skills, without problems sharing the content of the texts read or expressing their ideas in English. Dictionary is one of the primary means of learning a language for schoolchildren. It plays an essential role in increasing students' English vocabulary. The organization of vocabulary exercises for active vocabulary learning is based on the correct use of everyday speech.

English teachers try to apply modern methods and technologies to improve teaching quality. There are questions that will be relevant for many years – to consciously master the English language and bring it to the required level. Thus, teaching students who can express their thoughts in English aims to find ways to help them develop their English speaking skills.

Public speaking is a vital necessity. An integral element of communicative competence is speaking in public, which has become a necessary skill in the modern world: teachers and students, top managers, directors, employees must prepare and deliver lectures and presentations. Unfortunately, the best content is often incomprehensible. The fear, harshness, and anxiety of the public are well known [4]. «The ability to talk to people is a commodity. I would pay the most for such art», said Rockefeller. A successful speech can be successful if you know the basics of communication. There are seven steps to achieving this successful speech [5]. They are as following:

1. I say: no matter what I say, I am not silent. I speak even if I am anxious or distracted.
2. Lengthy performance time: 15 minutes, 30 minutes. The speaker is surprised that he can speak for a long time at this stage.
3. The speaker understands what he is talking about: the knowledge of what he is talking about comes through several experiences.

4. The speaker may feel that he is speaking: over time, he begins to be focusing the quality of his speech. The speaker, who already believes that everything is in order, learns to notice and correct mistakes by reading.

5. Audience listens to the speaker: At this stage, the speaking skills of the speaker will be demonstrated through the audience. Assesses the presence of communication by interacting with the audience.

6. The audience understands the speaker: at this stage, the speaker tries to determine what is happening in the audience's minds when delivering this or that information, evaluates their understanding.

7. Affects the listener's life: Notices how the speaker helps with speaking skills.

Public speaking is a communicative, versatile learning activity. The student must learn to communicate, to solve various communication problems, to create monologues, to express opinion, to justify views, and to evaluate events. By paying attention on the content, many teachers forget how the student completes such tasks [6].

Classification of pragmatic markers is based primarily on Fraser, and they can be presented in structural elements of elaborative, contrastive, inferential and temporal markers [7]. Actually, there are a lot of classifications of pragmatic/discourse markers, nine sections that can be outlined: processing markers, contrast markers, time markers, end markers, score markers, differential markers, accent markers, speech control markers, and other markers [8].

As a multinational, multilingual, and multicultural state, Kazakhstan can face different critical opportunities. Ex-president Nazarbayev stressed, that Kazakhstan should become one of the 50 most competitive countries globally, mention that this goal can be achieved through trilingualism, the education of a generation fluent in Kazakh, Russian and English [9].

Today our country maintains relations with many foreign countries, and thanks to contacts, our reputation is growing. It is the main reason for the need for in-depth study of foreign languages, including English.

Enhancing speaking skills play an essential role in studying a foreign language. Because by the means of speaking, we can explain something, share opinions, say and hear what we want and need. Speech interaction unites, coordinates, and complements efforts to define, approximate, and achieve communicative goals. This process of communication, interaction allows participants to solve communication problems, combining the efforts of oral communication, stimulates communication, and awakens significant speech activity of students [10].

The reference signal ensures that the student speaks following the topic's content, expresses his thoughts completely, deeply, and accurately, and helps to focus the field of ideas on the main issue. The student's ability to purposefully accept and reflect on the task, creatively process and perform it in speaking through the pillars allows them to automatically assimilate the system of exercises, expand their logical thinking, and increase the ability for independent work. When developing speaking skills in a foreign language, students must be taught to read and work independently, create a language of communication, seek and assimilate knowledge. It is an essential requirement of modern society. Thus, critical signs in the classroom play an essential role in reducing student fatigue and interest. They increase the effectiveness and quality of the lesson, develop students' learning activities, creative thinking, and accelerate the student's ability to speak, strengthening cognitive skills [11].

The process of attracting students to a foreign language lesson on various topics remains simply uninteresting for the students themselves. Therefore, their activity is sharply reduced, which leads to the loss of children's desire to talk. However, this is eliminated when working with ICT in the educational process [12].

The use of new techniques in teaching English based on information and communication technologies raises the learning process to a qualitatively new level [13]. The use of ICT in the work of a teacher allows students to:

- form and maintain constant motivation to learn a foreign language;
- increase the intensity of the educational process;
- improve quality control of education;
- expand the horizons of schoolchildren and students.

Vital elements of public speaking are content, structure, language, and delivery. Contrary to many popular beliefs, the most important is not delivery but content. Regardless of who the speaker is, the first requirement for a successful speech has rich and well-crafted content that the speaker can draw attention to and engage the audience [14, 15].

Public speaking in English is a crucial direction today. The ability to express oneself freely in front of large audiences and speak in English is one of the essential skills in modern society. There are many benefits to develop this skill. There are many techniques you can use to enhance and promote this skill.

Research methods

We planned the research to identify the effectiveness of communicative approach in English language speaking classroom. The study duration – 3 months, consisted of 3 stages. The aim of the first (ascertaining) stage of the study was to identify the level of public speaking skills development. Identification of the level of was carried out according to the following parameters: technique and correctness of speaking: the correct pronunciation of words, the correctness of word stresses, the pace of reading and the clarity of pronunciation; expressiveness: the correctness of logical stresses, intonation, the correctness of setting pauses, changing the pace of speaking.

To identify the degree of students' abilities in public speaking, the task of presentation of new product was given. Students with the time limitation of 7 minutes tried to present the new product to the expert group and imagine that members of expert group are potential buyers. Expert group consisted of 5 teachers of English language. In the process of speaking, members of expert group noted the elements of expressiveness, entered them into a special record sheet with a mark in the appropriate columns. The following assessment system was carried out: 4 points – the correct use of intonation and its components: speaks clearly, observes semantic pauses, highlights logical stresses, the pace and tone of speaking corresponds to the content of the text. 3 points – one flaw in the use of intonation components (one mistake in the pronunciation of words and in the formulation of word stresses, the reading speed does not always change, the pronunciation is not clear enough). 2 points – two shortcomings in the use of intonation components (two errors in the pronunciation of words and in the formulation of word stresses, the reading pace does not always change correctly). 1 point – three shortcomings in the use of intonational components (three errors in the pronunciation of words and in the formulation of word stresses, speaking speed changes incorrectly, fuzzy pronunciation). 0 points – four shortcomings in the use of intonation components (incorrect pronunciation of words, incorrect word stress, reading speed does not change, unclear pronunciation).

Thus, after analyzing the results of students' oral presentation, we came to the conclusion that half of the readers have poorly developed public speaking skills.

Formative stage of the experiment. The purpose of the teaching experiment, based on the results of the ascertaining experiment, is to develop students' public speaking skills. The study was conducted online in connection with the presence of pandemic Covid-19 period. ZOOM platform, ELSA Artificial Intelligence App., personal mails, telegram chats – were used as tools for conducting study. Materials of the study consisted of 20 pre-recorded videos, PDF documents with

new words, and documents with strategies to help you quickly memorize new words that students' can come across when learning elements of public speaking skills.

The research goal of the study was to justify effectiveness of communicative approach in developing public speaking skills.

The tasks of the upcoming study:

- Conduct classes with the use of communicative approach and implementing ICT.
- Identify the benefits of the selected mode for research group.
- Provide detailed information on the chosen plan and its correct application.

Classes were conducted, as we mentioned above, on the base of communicative approach with the use of the following techniques: role play, information gap, language exchanges, simulation, discussion, game, pair work and group work. In figure 1 (Figure 1) we tried to present main benefits of conducted experimental teaching. The study did not take into account their age and social status. It means that they were in different years during the experiment, including schoolchildren, students and even those who worked in a particular field, and the unemployed.

The process of teaching included: training exercises for the development of breathing and diction; preparation for the perception of the text; a thorough analysis of the work with the identification of figurative and expressive means of the language; compiling a score for expressive speaking.

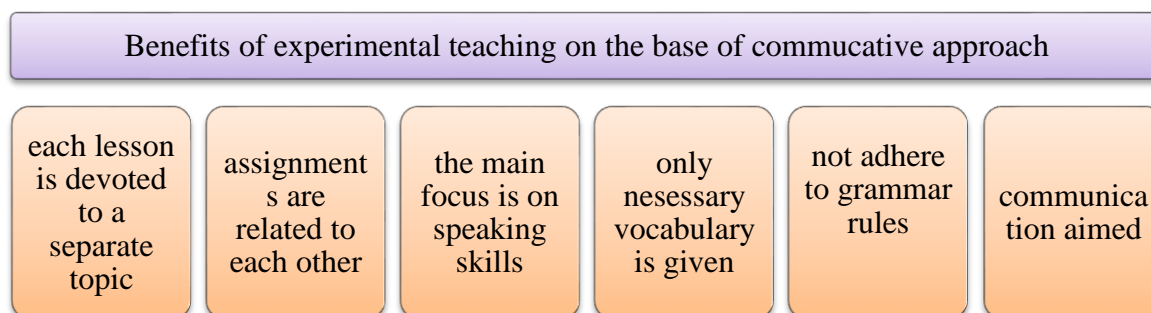


Figure 1 – Benefits for learners

The control stage of the experiment showed a certain dynamics in the development of the public speaking skills of participants.

Thus, after analyzing the results of students' activities at the stage of the control experiment, we came to the conclusion: the dynamics of the development of public speaking skills was revealed. After analyzing and comparing the results of the ascertaining section with the results of the control, we concluded that the results of experts' assessment of public speaking skills have changed significantly for the better.

Results and discussion

The application process of experimental teaching consisted of consequent implementation of necessary materials (Figure 2). The specified materials were sent to each participant in his emails. Designed to develop public speaking in English, this experimental teaching focuses on speaking skills. Probably the most common use in the classroom is the use of ready-made multimedia products and computer-based learning systems. They help to activate the skills of independent work, develop self-control, and give each student the opportunity to check their level of knowledge of the grammatical topic being studied. During the experimental teaching the ELSA Artificial Intelligence App. for teaching-learning English language was used. From this source we get necessary materials for teaching English public speaking skills to our participants. The course that is introduced by ELSA Artificial Intelligence App. gives an opportunity for the users to learn

English for 20 hours. It is an authorized new technique of learning English language and contributed for companies to advance employees’ English speaking skills.

There are also videos that help solve the problem with setting communication situations. They increase interest in the process, create communicative situations, show that people speak the language being studied, it is a living language, and not just a set of learned words and boring grammar exercises. Video materials about the countries of the studied language do not leave any student indifferent. In addition to the function of developing sociocultural ties, they perform the function of developing speaking skills through the formation of listening skills for coherent texts. The same function is performed by watching cartoons and films in English.

An equally important role in increasing the overall motivation of learners is the creation of multimedia presentations. Teachers should make presentations for the lesson, which greatly simplifies the process of conducting the lesson, since all information, video and audio materials are collected in one place and arranged in the right order.

Learners were also happy to take part in the creation of multimedia presentations-projects. Projects are a person-oriented type of work. Learners created projects only at will, while choosing topics that are really close and interesting to them, but within the framework of the topic being studied according to the plan. This ensures that the work was done with passion and presented in a way that will interest other learners.

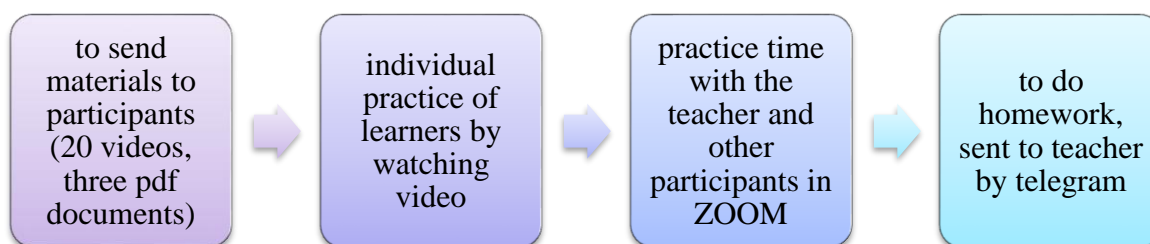


Figure 2 – A structure of the given method

The videos sent to the participants covered various topics such as sports, food, travel, profession. It used simple, easy, and practical words in English. Each lesson was closely related to each other and ensures that previously learned words were not forgotten. After completing one-to-one practice with videos, they practiced with the teacher three times a week through ZOOM. It was how speaking English fluently in public was formed and developed.

After practicing with the teacher using ZOOM, each student sent a personal video via Telegram as homework to confirm the learned words. Individual videos can be beneficial in conveying the desired idea in English and speaking publicly without hesitation.

According to the results of the control stage of the experimental study (expert group assessment) 70 participants showed 3 different results (Figure 3).

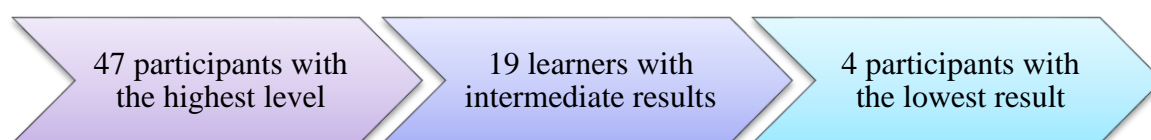


Figure 3 – Results of participants

47 participants showed the highest level, that is, the degree to which they can freely express their thoughts in English and speak publicly on any topic. Typically, they watched the submitted

video and did their practice. They practiced fully with the teacher through the ZOOM platform and raised their homework. They were the people who had entirely achieved the planned result.

19 participants in the experiment showed intermediate results. Even though they watched the video correctly and practiced with the teacher, they rarely submit their tasks. That was, the new vocabulary wasn't practiced. Therefore, memorizing vocabulary when speaking English is troublesome; the brain was not automated.

4 students who performed lower than the other participants found it difficult to pronounce some words in public when they spoke English. The only reason for such a typical result of teaching – breaking the rules. The sent video material was not fully viewed or considered without practice, not paying attention to the video. They learned instead of training during the ZOOM practice with the teacher. It limited the practice time since they did not vocabulary. Although the videos were regularly sent to the teacher as homework, developing public speaking skills was slow.

The results of experimental training showed that the communicative approach using information and communication technologies is the most effective in the formation of public speaking skills in English lessons.

Conclusion

Nowadays, the ability to speak English fluently is developing rapidly. It is since international relations are growing and expanding day by day. Fluency in English is the most essential and valuable skills. Much progress can be made by speaking English in public. In particular, English is crucial for protecting a project in business, convincing investors, attracting political supporters in the field of education when new ideas arise and keeping up with the times. Therefore, teaching and learning English requires a high responsibility to meet modern requirements. In addition, several teaching methods have been developed and are in use. However, most of these techniques are geared more towards writing and reading than speaking skills. Communicative approach to language teaching devoted to develop speaking performance of the learners. Therefore, during the 3-month study, this approach was chosen, and the study was carried out. Due to the pandemic in the modern world, it was conducted online using the ZOOM platform, ELSA Artificial Intelligence App., personal email, and telegram chat.

Based on the results and comments of 70 students who participated in a three-month communicative approach to English language teaching with extra use of information and communication technologies in development of public speaking skills, is the most effective and appropriate. The communicative technique, despite the lack of "novelty" and "innovative approach", has many advantages. Today it is undoubtedly the most effective way to learn English. Thus, we can say with confidence: the communicative method of teaching English is suitable for absolutely everyone. The communicative approach is focused on the possibility of communication. Of the four skills on which any language training is based (reading, writing, speaking and listening comprehension), increased attention is paid to the last two. The communicative approach is designed primarily to remove the fear of communication. Communication is manifested in the functionality of learning. Functionality implies that both words and grammatical forms are assimilated immediately in the activity, on the basis of its performance. Based on the foregoing, we can conclude that communication is necessary in the learning process, since it serves to ensure that communication takes place in adequate conditions, such as taking into account the individuality of each student, the speech orientation of the learning process, the functionality of learning, the situational nature of communication, the constant novelty of the learning process.

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