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**PROFESSIONAL-ORIENTED ENGLISH LANGUAGE TEACHING TO THE SECOND-YEAR STUDENTS OF INFORMATION SYSTEM SPECIALITY**

**Abstract.** This article describes the current state of the formation of foreign language professional-communicative competence of IT students at International Information Technology University (IITU) and teaching English for professional purposes (EPP) using Information and Communication Technologies (ICT). This work outlines the purpose of teaching English language as the development of students' communicative skills, which means the development of practical knowledge of English language. The analysis of EPP teaching methods related to its usage in oral and written communication, both in the process of future professional activity and for further self-education is given in this work as well. It is proved that the main advantage of using ICT in teaching professional oriented English is the shift of emphasis from traditional verbal ways of transmitting information to audiovisual methods. The article offers a set of exercises using digital educational resources in teaching professional oriented English course. An experiment which was carried out with twenty-seven students who were studying offline is presented in the work. There were two STEM (Science, Technology, Engineering and Math) groups who were studying professional oriented English language course in this study. According to the academic calendar of the course, they had EPP classes three hours a week and they had to complete some activities using educational tech tools, such as Padlet, Microsoft Teams, Socrative, blogs, etc. After completing the tasks, an online survey was conducted, and students had to leave their feedback on the usage of tech tools while learning professional oriented English language. This article also provides an overview of student performance in a continuous rating without midterm exams. The analysis of the study results confirms the correctness of the chosen methodology to achieve the objectives of the curriculum, and the usage of practical methods in teaching EPP make learning at the university didactically effective and valuable.

**Keywords:** English for professional purposes, foreign language professional-communicative competence, Information and Communication Technologies, speaking, listening, writing, reading, skills.

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## «Ақпараттық жүйелер» мамандығының екінші курс студенттеріне кәсіби бағыттағы ағылшын тілін оқыту

**Аңдатпа.** Бұл мақалада Халықаралық ақпараттық технологиялар университетінің (ХАТУ) ІТ саласындағы студенттердің шеттілдік кәсіби-коммуникативтік құзыреттілігін қалыптастыру және ақпараттық-коммуникациялық технологияларды (АКТ) пайдалана отырып, кәсіби бағыттағы ағылшын тілін оқыту мәселелері қаралады. Мақалада ағылшын тілін оқытудың мақсаты студенттердің коммуникативтік дағдыларын дамыту, яғни ағылшын тілін практикалық тұрғыдан меңгеру ретінде сипатталған. Бұл жұмыста болашақ кәсіби қызмет үдерісінде де, одан әрі өзін-өзі тиімді оқыту кезеңінде де қолданысқа ие болатын жазбаша және ауызша қарым-қатынас қабілетін дамытуға байланысты кәсіби бағыттағы ағылшын тілін оқытудың бірнеше әдістеріне талдау жасалады. Кәсіби бағыттағы ағылшын тілін оқытуда АКТ-ны қолданудың басты артықшылығы – ақпаратты берудің дәстүрлі ауызша әдістерінен аудиовизуалды әдістерге ауысу. Мақалада кәсіби бағыттағы ағылшын тілін сандық білім беру ресурстарын қолдану арқылы оқытуға арналған жаттығулар жиынтығы ұсынылған. Сонымен қатар, мақалада жұмыстың әдіснамалық негізі ретінде эксперимент ұсынылды, ол шамамен жеті апта бойы жиырма жеті студенттермен офлайн режимінде жүргізілді. Зерттеуге кәсіби бағыттағы ағылшын тілі курсы ұсынылған екі STEM (ғылым, технология, инженерия және математика) тобы қатысты. Курстың академиялық күнтізбесіне сәйкес, студенттерге аптасына үш сағат кәсіби бағыттағы ағылшын тілін сабақ өткізілді және олар Padlet, Microsoft Teams, Socrative және т.б. білім беру платформалары мен сандық құралдарды қолдана отырып, тапсырмаларды орындады. Мақалада студенттердің аралық емтихандарсыз жеті аптадағы үздіксіз рейтингтегі үлгерімдеріне шолу жасалады. Осы зерттеу нәтижесіне жасалған талдау оқу бағдарламасының мақсаттарына қол жеткізу үшін таңдалған әдістеменің дұрыстығын растайды және қолданылған практикалық әдістер жоғары оқу орындарында кәсіби бағыттағы ағылшын тілін оқытуды дидактикалық тиімді және құнды етеді.

**Кілт сөздер:** кәсіби бағыттағы ағылшын тілі, шеттілдік кәсіби-коммуникативтік құзыреттілік, ақпараттық-коммуникациялық технологиялар, сөйлеу, тыңдау, жазу, оқу, дағдылар.

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## Профессионально-ориентированное обучение английскому языку студентов второго курса специальности «Информационные системы»

**Аннотация.** В данной статье описывается текущее состояние формирования иноязычной профессионально-коммуникативной компетенции студентов Информационных технологий в Международном университете информационных технологий (МУИТ) и преподавания английского языка для профессиональных целей с использованием информационно-коммуникационных технологий (ИКТ). В статье охарактеризована цель обучения английскому языку как развитие коммуникативных умений и навыков обучаемых, то есть практическое владение английским языком. Дается анализ методов обучения английскому языку для профессиональных целей, связанных с использованием его для устного и письменного общения, как в процессе будущей профессиональной деятельности, так и для дальнейшего самообразования. Обосновывается, что основным преимуществом

использования ИКТ в обучении профессионально ориентированному английскому языку является смещение акцента с традиционных вербальных способов передачи информации на аудиовизуальные методы. В статье предлагается комплекс упражнений с использованием цифровых образовательных ресурсов в обучении профессионально ориентированному английскому языку. В качестве методологической основы работы представлен эксперимент, который осуществлялся с двадцатью семью студентами в офлайн-режиме около семи недель. В исследовании участвовали две группы STEM (Наука, технология, инженерия и математика), которые изучали профессионально-ориентированный курс английского языка. Согласно академическому календарю курса, у них были занятия английского языка для профессиональных целей три часа в неделю, и они должны были выполнять задания с использованием образовательных технических инструментов, таких как Padlet, Microsoft Teams, Socrative, блоги и т.д. После выполнения заданий был проведен онлайн-опрос, и студенты должны были оставить свои отзывы об использовании технических инструментов при изучении профессионально ориентированного английского языка. В статье также дается обзор успеваемости студентов в непрерывном рейтинге без промежуточных экзаменов. Проведенный анализ результата данного исследования подтверждает правильность выбранной методики для достижения целей учебной программы, и эти практические методы делают обучение в университете дидактически эффективным и ценным.

**Ключевые слова:** английский язык для профессиональных целей, иноязычная профессионально-коммуникативная компетенция, информационно-коммуникационные технологии, говорение, аудирование, письмо, чтение, навыки.

### Introduction

Education is an integral part of a person’s self-development, the key to a successful future, the welfare of the country and society. The main task of modern education is to provide the highest possible level of knowledge, appropriate to the challenges and opportunities of today's economy. Kazakhstan aims to become among the 30 developed countries in the world, as well as to integrate into the world community and the world educational space. Knowledge of foreign languages is becoming an important component of a person's professional and intellectual activity. Consequently, the social order of society for a specialist who is skilled in foreign language is constantly changing. In addition, while teaching and learning foreign language, the goal of teaching speaking should improve students’ communicative speaking at their future workplace as well. In this article, we tried to analyse how foreign language professional-communicative competence of IT students at International Information Technology University (second-year students, Department of languages, IITU) is formed, what courses are taught in order to achieve the goal.

All first-year students at IITU study the following courses according to their level of English language (Table 1). The syllabi are based on the model curriculum of general education disciplines for institutions of higher and (or) postgraduate education [1].

**Table 1 – English language courses at IITU**

Level/Semester	1	2	3	4
Beginner/Elementary	General	General	Professional	Business
Pre-Intermediate	General	Academic	Professional	Business
Intermediate	Academic	IELTS	Professional	Business

We are going to focus on the first and second semesters’ Elementary/Low Pre-Intermediate courses in this part of the article. Beginner and Elementary level students are offered “Foreign Language/General English Elementary I & Low Pre-Intermediate II” courses in the first and second semester. These courses offer the skills syllabi and cover listening, speaking, reading and writing, with vocabulary, grammar. These

course program and exams are developed in accordance with the CEFR (Common European Framework of Reference for Languages). The learning outcomes and the course objectives are underlined in the Syllabus. There are different communicative language activities in this program, such as interviewing and being interviewed on future job-related topics; introducing yourself; monologue: describing family members and friends; travelling experience; food and meal; shopping habits; leisure time; means of transport, etc. [2] Furthermore, students learn how to write a good paragraph which consists of a topic sentence, supportive sentences and a conclusion. Also, students work with their project and they present the final product in end-of-term. For example, project work “Add your Voice for the Planet” is offered for the first-year students in Fall semester. The main project work objectives are to develop the students’ language skills (vocabulary, grammar, reading, writing and speaking); IT skills; information search and processing skills; creativity, team-work, presentation skills. Students have to make a digital presentation on a chosen environmental issue using the studied vocabulary and grammar structures, covering the cause of the problem; the problem scale; its impact on the local ecosystem; human effects; solutions to the issues. Sample project topics are outlined in the project guidelines as well. They are “Littering, Deforestation, Endangered animals, Air pollution, Water pollution, Climate change, Frankenfood (Genetically modified food), Greenhouse effect, Overpopulation, Plastic pollution.” The project output is a digital presentation (7–10 slides) that contains information about the issue using 10 new vocabulary and 5 grammar structures.

Overall, these two semesters, first year IITU students study Foreign Language/General English course. Then, in the third semester, they are offered “English for Professional Purposes (EPP)” program by their specialties and levels.

According to Dudley-Evans, English for specific purposes is defined to meet specific needs of the learners [3]. Bernard Mohan adds that English for specific purpose courses focus on preparing learners “for chosen communicative environments” as well [4]. Thus, the main aims of “English for Professional Purposes” course at IITU are to build up students’ academic and professional English language competence and develop four main language skills [5]. There are given two modules in this program: Module 1- Social issues of IT (STEM); Special Module 2- Information systems (STEM). Students have different speaking activities, debates, project work on the following topics: Trends in IT, Cybercrime and cybersecurity, Data storage, Programming, etc. There are many activities for improving listening, reading, writing, speaking skills of the learners (Table 2). Student’s progress is checked by mid-term, end-of-term and final exams. Mid-term exam consist of a grammar and vocabulary test, reading test and summary writing. Student has to pass a test on listening skills, project presentation and some achievement tests in end-of-term exam. Final examination consists of two parts: summary writing (50%) and speaking test (50%) on the studied topics.

**Table 2 – Sample of the EPP (STEM) Syllabus**

Week	Practical Studies	Hrs	TSIS		SIS			Hrs
			Writing	Hrs	Grammar	Project	Vocabulary	
<b>Module I. Social issues of IT</b>								
1	<b>Add and drop week</b> Introduction to the course (Syllabus) Presentation: Summary writing <b>Topic: Digital age</b> <b>Grammar:</b> Present Simple & Present Continuous <b>Vocabulary:</b> Global focus	3		1		Project guidelines		4
2	<b>Listening/Viewing:</b> The Digital Divide, Explained <a href="https://www.youtube.com/watch?v=Mf3ky04XqY">https://www.youtube.com/watch?v=Mf3ky04XqY</a> <b>Reading:</b> Digital divide, EITS. pp.119-122, activities 1-12 <b>Speaking:</b> The digital divide solutions <b>Writing:</b> Summary structure (identify the components) <b>Progress Test 1</b>	3	AW pp. 42-49	1	ECGPre pp. 15-31	Topic choice	Global focus, EITS pp. 124-130	4

It is necessary to emphasize the fact that the levelled formation and development of communicative, professional competencies are the most important issues in teaching EPP to IT students.

### Materials and research methods

This article addresses the question of using Information and Communication Technologies (ICT) in developing foreign language professional-communicative competence as well. In the era of informatization of various spheres of human life, modernization of secondary and higher education systems, the requirements for the professional competence of a modern specialist are increasing. The functions of a modern specialist are changing nowadays. Informatization of society, being the dominant trend in the development of civilization, demands new requirements for education. Informatization of education system in Kazakhstan is aimed at improving the quality of the content of educational process, as well as introducing and using new information technologies in all types of activities. For this purpose, teachers try to use different tech tools in order to improve students' English language skills while teaching EPP courses.

There are different characteristics of ICT that several authors have put forward. For instance, Asabere and Enguah defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video [6]. Kreijnsa, van Acker, Vermeulend, & van Buuren define ICT as “a set of tools enabling, supporting, and reinforcing educational reform” [7].

One of the most effective tech tools in teaching EPP is Padlet, which is an online interactive tool that allows students and teachers to collaborate, to carry out joint educational activities, manage training sessions. In the considered online board, students can communicate, answer questions, leave comments, create their own projects, and take part in discussions. Padlet is used both in real time and in the classroom by all students, and as a tool for self-study study assignments and projects (Figure 1).

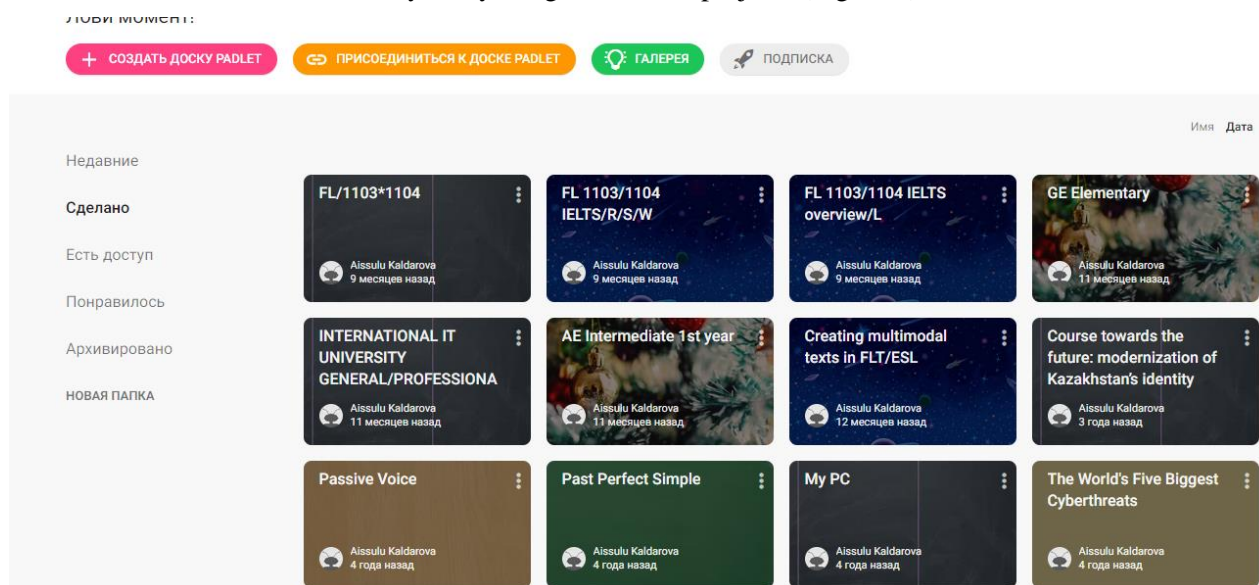


Figure 1 – Creating online board on Padlet

As for an example of the tasks for EPP classes, the following activity can be used:

- Activity 1.

I. Work with “Padlet”. Make a list of all the computer software you use in your study and present them to your groupmates. Think about:

- application software;
- programming software;
- system software.

II. Answer these questions in your presentation: Which is the cheapest? Which is the most expensive? Which is the most/least reliable? Which is the most difficult/easiest to use? Which is the best/worst? Which is the most/least user-friendly? etc. [8, p. 14].

- Activity 2.

Website purpose: Which websites do you use in your study? Create an online board on the padlet and share it with a partner. Do you use the same sites? Ask and answer questions about website visits [8, p. 20].

In addition, we would like to highlight that the most effective tech tools in teaching foreign languages are, in our opinion, wiki, blog and podcasts. Podcasts are audio blogs, standalone audio files, or regularly an updated series of such files published on the Internet. Their content is close to the radio broadcasts with the only difference that, having downloaded the latest release, you can listen to it at a convenient time in a convenient place. According to some researchers, podcasts improve student's vocabulary which is the most difficult for students to learn new terminological minimum in EPP courses (Figure 2). As we know, when students study English for professional purposes, they work with different texts related with their specialty and they have to learn some terms which are new for them. According to Nakazawa, some university-level students are worried and afraid of making mistakes when pronouncing words, and they admit that they are embarrassed to speak because of the possibility of making mistakes in pronunciation [9]. For this purpose, we would like to offer to use different educational tech tools to create a happy and stress-free environment while teaching and learning terminological minimum in EPP courses.

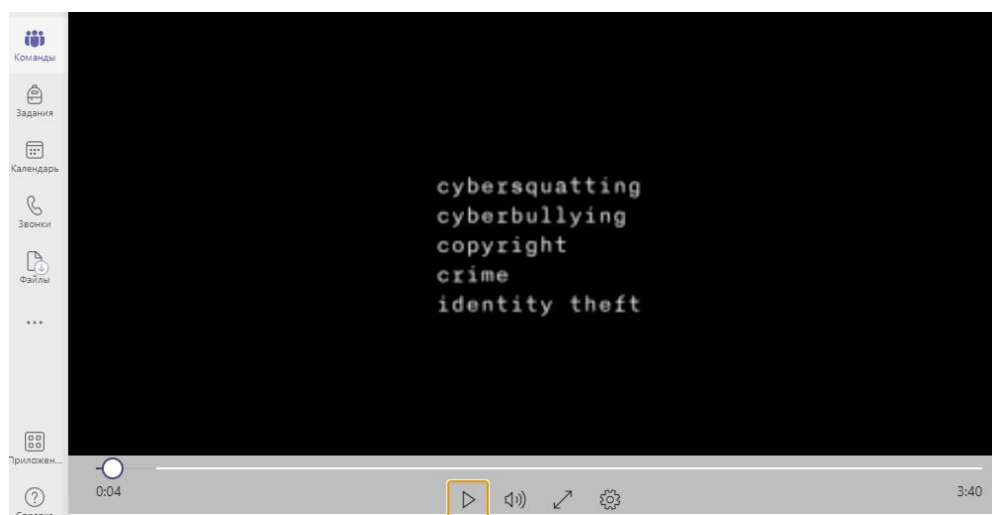


Figure 2 – Sample of a video podcast

These are some samples of activities which can be used in teaching EPP using podcasts:

- Activity 3.

I. Make a podcast (a short video) about computers and include the following issues in your podcast:

- Computer essentials;
- Parts of a computer;

II. Do a mini-research and add to the above list more recent types of computer crime.

- Bootlegging
- Cyberslacking
- Keylogging

III. Show your podcasts to another group. Vote for the best video.

III. Write a short paragraph (using Google Docs) on the advantages and disadvantages of computers in the classroom or what you could do not to fall prey to Internet criminals (name at least 3 measures).

- Activity 4.

Collaborate your own mind maps using an online mind-mapping tool (MindMeister software) on the following topics “The most helpful software that I use in my education” and “The future of computer technology”. Then, you should present your mind maps to the group.

So, we would like to mention that different activities in the EPP course books and different tech tools can be used together effectively in improving four main language skills and to increase students' motivation for learning English language. Furthermore, Merriam Webster Learner's Dictionary provides the definition of motivation as the act or process of giving someone a reason for doing; the condition of being eager to act or work [10]. Thus, we understand that motivation is a desire to achieve a goal.

**Results**

There were two STEM groups who were studying Professional oriented English language course in this study. According to the course calendar they had to study 7 weeks and they had to get maximum 75 points and other 25 points will be administered in midterm exam. So, students were given different activities which were mention in previous part of this work. Students had to do some activities using educational tech tools, such as Padlet, Microsoft Teams, Socrative, Blogs, etc.

After completing the tasks students were administered an online questionnaire survey and they had to leave their opinions on the usage of tech tools while learning professional oriented English. The result is shown in Table 3.

**Table 3 – Students’ feedback to the use of educational tech tools while studying Professional oriented English**

QUESTIONS	TOTAL (N=27)				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
they help me improve my speaking skills in English	12	15	0	0	0
they help me improve my writing skills in English	9	12	5	1	0
they help me improve my listening skills in English	6	11	8	2	0
they help me improve my reading skills in English	9	12	4	1	1
they help me improve my grammar knowledge in English	11	15	0	1	0
they help me improve my vocabulary knowledge in English	10	12	5	0	0
they are more interesting than traditional methods	15	3	9	0	0
they motivate me to learn professional oriented English language for my future career	16	7	4	0	0

It can be seen from the result of questionnaire survey (see Table 3) that 85.1% students agree or strongly agree that they were motivated in learning professional oriented English for their future profession, 96.2% students agree or strongly agree that they have made less mistakes in grammar than before, and all the students think that the efficiency of their speaking skills in English has been greatly promoted with the assistance of educational tech tools.

**Table 6- Students’ situation in continuous rating**

Pre-Intermediate Group-1 (13 students)	Skills-20	TSIS-15 (Summary Writing)	SIS-30 (Grammar tasks -10, Vocabulary tasks -10. Project work - 10)
Average	14,6	8,5	16,7
%	70%	56.6%	55.6%
Pre-Intermediate Group-2 (14 students)	Skills-20	TSIS-15 (Summary Writing)	SIS-30 (Grammar tasks -10, Vocabulary tasks -10. Project work - 10)
Average	14,1	8,6	17,3
%	70.5%	57.3%	57.6%

Table 6 gives an overview of students' performance in continuous rating without midterm examination. The averages of two groups are more than 50% from all parts. Students have higher results in doing reading, listening, speaking activities, skill results of the first group is 70% out of 100% and second group's average is 70.5% out of 100%. The writing task of the EPP course is a summary writing. 27 students practiced writing summaries using different tech tools. The results of summaries are 56.6% Group-1 and 57.3% Group-2. They were administered as a Teacher Supervised Student's Independent Study (TSIS). As a Student's Independent Study (SIS) twenty-seven students had to work with grammar, vocabulary activities and project works as well. The results are 55.6% Group-1 and 57.6% Group-2 out of 100%.

### Discussion

The results were taken in seven weeks. They are continuous rating results. We can finalize the total points with midterm, end-of-term and final exam results in future. However, the results show that students do their best and work harder despite the fact that they were in Elementary level groups previous semester and they had General English course before. The course EPP is very interesting for the students and using different educational tech tools makes learning process effective and productive. We have underline that the students face some problems in summarizing texts and articles. For this purpose, students will be offered some additional useful cliches for summary writing next academic year. It is also recommended to focus on practicing new terms in the classroom and having the productive results of using those new terms in their project presentation.

### Conclusion

To sum up, we would like to underline that EPP teachers are not specialists in the field, but they are the specialists in teaching English, their subject is English for the profession but not the profession in English. Teachers help students to develop the essential skills in understanding, using, and presenting authentic information in their future profession. The main requirement for the formation of students' professional competence is the development of communicative competence, which is reflected in the state educational standards. While working with the syllabus or methodological complex of the EPP course, teachers should pay attention on planning their lessons using ICT tools and other instructional materials. The use of ICT is becoming a necessity in the modern educational process. Kazakhstani scientists are actively doing research on this issue and some researchers try to develop ICT technologies. Modern information and communication technologies allow us to solve a number of pedagogical problems aimed at enhancing educational activities and they help to develop students' independent work. The main advantage of using ICT in teaching a foreign language is the shift of emphasis from traditional verbal ways of transferring information to audiovisual methods. ICT tools and methods, such as Padlet, podcasts, Zoom, Microsoft Teams, and other tech tools make education in the university didactically effective and valuable. The most recent developments are often presented on the Internet and students have the opportunity choose and use them in their study.

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