



New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 3 (2017) 104-113

ISSN 2421-8030

www.prosoc.eu

Selected paper of 5th Cyprus International Conference On Educational Research (Cyicer-2016) 31 March-02 April 2016,
University Of Kyrenia, Kyrenia North Cyprus

Teaching English as a Foreign Language to Kazakhstani Students by Means of DER and Case-Study Method

Dana Mussa^{a*}, L. N.Gumilyov Eurasian National University, Kazakhstan
Aigul Niyazova^{b*}, L. N.Gumilyov Eurasian National University, Kazakhstan

Suggested Citation:

Mussa, D. & Niyazova, A. (2017). Teaching English as a Foreign Language to Kazakhstani Students by Means of DER and Case-Study method. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 03, pp 104-113. Available from: www.prosoc.eu

Selection and peer review under responsibility of Assist. Prof. Dr. Cigdem Hursen, Near East University
©2017 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

In the context of teaching English as a foreign language in Kazakhstan, there are several problems that students come across: lack of language environment, lack of motivation and interest, age-related features in groups, language barrier, lack of practice, and interference. This paper reports on an investigation of information and communication technologies (ICT) and specifically focuses on the technology of digital education resources (DER) in classroom language teaching. In 2014, DER was adapted and further developed by Kazakhstani pedagogies for teaching school subjects. The use of ICT and DER is strongly encouraged in recent Kazakhstani and European methodological literature. We take into consideration the possibilities of experiment conduction where DER is used in teaching English speaking in the context of the active case-study method. The advantages of case-study method are considered in European studies as it promotes the process of language interaction and solving case problems both individually and in sub-groups. The students with first native Kazakh and Russian languages from secondary schools in Astana took part in these experimental studies. The investigation was multi-methodological combining classroom teaching experience, cases for students' oral language practice, focus groups and questionnaires. Analyses revealed the effectiveness of proposed approach of teaching English as foreign language and combining the use of the case-study method and DER.

Keywords: ICT; DER; case study

* ADDRESS FOR CORRESPONDENCE: **Dana Mussa**, L. N.Gumilyov Eurasian National University, Kazakhstan
E-mail address: mussadana@mail.ru / Tel.: +7 717 235 9120

1. Introduction

In recent years, the question and application of new technologies in the classroom has increased. It is not only introducing new technologies, but also new forms and innovative methods of teaching, as well as new approaches to learning. The main objective of foreign language teachers is the formation and development of the communicative culture of students, learning practical acquisition of a foreign language. The role of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow each student to show their activity and their creativity. In addition, the teacher will aim to create an environment to enable activation of student's cognitive ability in the process of learning foreign languages.

2. Information and Communications Technology.

Several foreign authors such as Meadowcroft (2006), Mejiuni and Obilade (2006) considered the definition of ICT. They have identified ICT as electronic and non-electronic technologies used for the creation, storage, manipulation, retrieval and communication or dissemination of information. According to Haghighi and Eskandari (2012), the use of ICT in education has radically changed and how teachers transmit the knowledge to students. The integration of ICT in educational settings can fundamentally change the daily practices of teaching and student learning. Furthermore, the United Nations Development Program (2002) shared this view, as they stated that ICT is an important factor in determining the shape of the new society, which has a rapid growth and continues to change. ICT is also determined Berce, Lanfranco and Vehovar (2008) as list of hardware, software (operating system and applications) and communication facilities (LAN, a global network and communication protocols). Wang and Woo (2007) also define ICT as a tool. They said that "ICT can be hardware (such as computers, digital cameras), software (such as discussion forums), or both. In an educational context, it generally refers to a variety of resources and tools (software) provided on the computer". Asabere and Enguah (2012) noted that ICT in general can be defined as a tool, object, process and equipment, which provide the necessary environment to material resources and the possibility for the generation, transmission, processing, storage and dissemination of information in all its forms, including voice recording, text, graphics and video.

In the use of ICTs for learning to speak, educational material should be a single file, for example, animation, video clip, a discrete portion of the text or the URL, or it can be a collection of contextual files, the making number of full sequences of learning. Thus, we consider ICT as a technology that can help ensure the operation on the collection, production, accumulation, storage, processing, communication and access to information resources of local and global computer networks.

In Kazakhstan as well as in Europe and other countries, the issue of using ICT in education is relevant. Moreover, it is reflected in the scientific studies of Kazakhstani scientists such as G.K. Nurgaliyev, D.M. Dzhusubaliyeva, B.B. Baimukhanov, T.S. Balykbaev, E.Y. Bidaybekov, E.K. Balafanov, A.I.Tazhigulova, J. A. Makatova, K.S.Musin, and D.A. Aubakir. However, the issue of using ICT in teaching foreign languages has not received sufficient disclosure. In this regard, we believe that the theme chosen by us is relevant.

In Kazakhstan English is a foreign language, therefore when teaching the English language there are many problems with which we have to overcome:

- Low motivation and interest;
- The language barrier;
- Lack of language practice;
- Interference;
- Insufficient use of ICT and innovative methods;
- Insufficient developed ICT and authentic software and e-books.

We have identified these problems in our experimental studies in which there have been strong indications of low levels of English learning in Kazakhstani schools.

2.1. Digital education resources as one of ICT in Kazakhstan

One of the types of ICT that has been implemented in Kazakhstan between 2014 and 2015 is DER (digital education resources). According to Polat, Bukharkina, Moiseyeva and Petrov (2000), DER is an information source that contains graphics, text, digital, voice, musical information, aimed at achieving educational and training objectives of the educational process. We believe that DER is one of the most important facilities that the modern teacher uses and which promotes optimization and integration of educational and non-educational activities. Thus, DER are expanding an arsenal of presentation of information as all channels of perception are involved, a text - a sound - video - color.

Teacher can solve the following problems in the context of teaching the English language using the DER in 7-8 grades in a secondary school:

- To present new learning material;
- To repeat and fix passed lexical, grammatical, phonetic units, digestible in the classroom;
- To carry out interim and final control of assimilation of knowledge;
- To create a game of speech situations as close to the real conditions of communication in English;
- To help students to prepare for the control of knowledge, assessment and self-test;
- To overcome the language barrier, creating a language practice;
- To arouse interest in students through a variety of computer training programs.

3. Case study in combination with der

We propose the technology of teaching the English language using DER combined with active techniques that allow initiating a spoken language of learners. DER provides lexical, grammatical tasks, tasks for listening, reading, however, while tasks for spoken language are limited; therefore we consider the possibility of using innovative methods such as including case studies. Kazakhstani and European authors appreciate the benefits of case studies. Case studies in combination with DER give the opportunity to realize spoken language, thus stimulating and motivating students to communicate in a foreign language with each other.

The essence of case study is an independent activity of foreign language learners in the artificially created environment that makes it possible to connect together the theoretical background and practical skills necessary for creative activities field. Case studies allow students to understand the problem, come to a reasonable solution, and present this solution concisely and effectively. The use of case studies provides a number of benefits, each of which is valuable in its own right. Arousing students' interest, the case study contributes to the emergence of interest in the issue. By placing these benefits in a lively context, the case studies facilitate the study of facts, methods and procedures. By providing concrete topics for discussion, the case study arouses interest for dialogue speech or discussion. In addition, case studies improve judgment (Thomas, 2013) through giving sophisticated practices in the field of decision-making.

We consider case study as a way of studying the subject (if the main purpose of its study - acquisition of knowledge of the system), and as a way of acquisition a specific learning content one of whose components are the skills and abilities to carry out an activity. It is a way to develop skills and abilities in a variety of activities.

Niyazova (2014) considers the following requirements for the use of case study:

- The student must be presented a large number of practical problems in certain combinations ensuring the organization of training of learners in the solution of these problems and better assimilation of the studied material
- The student should be given the ability of solving practical tasks, connecting their existing professional experience, knowledge, skills and abilities, as well as to analyze the conditions of solving the problems, evaluate the alternatives, choose the best option for solving the problems;
- The learning process should be carried out in a variety of organizational forms, possible individually, in group, collective decision of professional tasks;
- The learning process should be carried out using a variety of visual and technical training;
- Students should have the ability to perform a variety of activities in the classroom to solve problems: cognitive, educational, independent, creative, search, mental, organizational and planning.

Case studies combine the presence of two elements: the case and discussion of this case. Educational cases are rich narratives in which individuals or groups have to make a decision or solve a problem. Educational cases provide information, but there is no analysis nor conclusions. Analytical work explaining the relationship between the events in the case, identification options, the choice of estimation and forecasting of the effects of actions is the work of students in the class discussion (Mok, 2013).

Many authors identify numerous advantages of this method. Based on their studies we have identified some major advantages:

It allows the student to apply in practice the theoretical knowledge and realize that the real world is very far from the world of theoretical models.

- Analysis of cases promotes the active assimilation of knowledge and the accumulation of a certain baggage of practical information, which may be more useful in the work, rather than theoretical knowledge.
- If students analyze the case in the group, it promotes the development of communication skills; students learn to support the debate, persuade and listen to their opponents.
- The ability and willingness to evaluate and take action;
- A guarantee of better assimilation of knowledge by deepening and detection of knowledge gaps
- Development of organizational skills of students.

The immediate objective of case studies are the joint discussion and analysis of the case, specifically events have actually occurred in a particular field of activity, and described by the authors with the aim of initiation of discussion in the classroom.

There are several approaches for the implementation of teaching methods. Usually cases consist of several parts: a description of a particular situation, tasks to this situation and auxiliary information necessary for its decision. According to Dr. Ying Zheng (2013), there are three steps for implementation of case study: case preparation: the teacher should determine which specific objectives he hopes to achieve while writing a case or a review of published case. In addition, the teacher should pay attention to the development of students' interpersonal skills by encouraging students to work in groups. The next stage is case analysis and discussion. In order to motivate students actively participate in the discussion teacher should first give students clear instructions that belong to their duties. Firstly, the teacher should emphasize that the analysis of scenarios is a group project, and everyone has to bring some ideas to it. Secondly, the group must recognize the importance of cooperation in the work. Thirdly, everyone should be required to work actively together without any criticism. The teacher should ask different questions, which cover all aspects of the case. Open-ended questions are particularly useful because they show that there is no predetermined conclusion. The teacher during the discussion should act as an intermediary and organizing the discussion. The teacher must listen carefully to the answers of the students; paraphrase them, when it

necessary, and give students enough time to think about the questions or issues. Case Assessment - summing up.

Strelchonok and Ludwig (2013) proposes the following stages of case study: case study introduction; defining the problem; problem solving; presenting the solution(s); evaluating the solution(s); follow-up (optional); feedback.

Vulfovich (2014) proposes the following stages of case study: familiarization with a situation; analysis of a situations; identification of a problem; generation of solutions; analysis of the advantages and disadvantages of each of the proposed solutions; evaluation of alternative solutions; announcement of the results, in accordance with the role described in the situation; estimation of the participants; in summary.

Peter Daly (2013) proposes such the following options for implementation of cases:

- Case study introduction - preparation of the case, familiarization with a case, provision of the tasks for a solution.
- Case Study Class - division the class into groups, in which they share materials, hold a discussion.
- Debriefing The Class - the teacher points out to mistakes, evaluates organizational work and the used preparatory material.

Consequently, having carried out the analysis of the proposed various points of view on implementation of the case and considering own experience, we came to a conclusion that implementation of the case in teaching English has the following main stages: case introduction; situation analysis; defining the problem; problem solving; presenting the solution; evaluation of alternative ways of problem solution; debriefing the class.

Thus, we concluded that the case-study method contributes to the development in students of independent thinking, ability to listen and take into account the alternative point of view and to express arguments. Utilization of the case study in the classroom students have the opportunity to prove and improve the analytical and evaluative skills, learn how to work as a team to find the most efficient solution to the problem, as well as contributing to their growing up, generate interest and positive motivation towards English language learning. Further, we consider it necessary to describe our experiment.

4. Experiment

Students from 7-8 grades with the first Kazakh and Russian language of instruction in schools №32 and №45 in Astana were the participants in our experimental study. We included assignments for the development of dialogue and monologue speeches in our case studies. The theme of the lesson we took from DER (www.bilimland.kz), which is designed for students from first to eighth grade. During the passage of the theme “Travelling” in the classroom teacher asks students to discuss the following comments: “People have lots of good reasons to travel”; “Nowadays you can travel if you have enough money”

Our experiment on the implementation of the case study was holding on the stages that we have identified:

1. Case introduction

At this stage of the case, students receive the situation for further communication and analysis case directly in printed or electronic form.

Where Kazakhstanis prefer to spend their holidays? To clarify this issue, the tourist map was studied. It was found out that at least 2.5% of Kazakhstan’s population leaves every year on holiday abroad. According to the official statistics, 385,758 people left Kazakhstan for vacation in 2012. This

number includes people who arrived at the place of destination in order to recover strength and spirits. (317 406 people) visit their relatives living abroad (14 095), treatment (3575), a religious pilgrimage (547), shopping (46 076), and 4059 people who left with the other purposes.

With the start of summer holidays, the vast majority of these people leave Kazakhstan for Turkey. The flow of tourists for the year equals to 219,909 people, and the most favourite cities of Kazakhstan are Antalya, Bodrum and Alanya. In the second place (38 385 people) - China. Most go to Beijing, Urumqi, and the Hainan Island. In the third place is the United Arab Emirates (36 385 people more often travel in Dubai, Abu Dhabi. Thailand ranked only fourth place in ranking (18 298 people). Russia was in fifth place with 9553 visits from Kazakhstan, and most prefer to go to the capitals - Moscow and St. Petersburg. Of the European countries, the most popular was Germany (7402). 6617 people chose the Czech Republic. Our neighbor was only in eighth place: only 5753 of our fellow citizens go to Kyrgyzstan. In ninth place is India (4628 visitors), and at the end of the list is Egypt which lost its popularity due to political unrest (4492). 23 363 people who went abroad for business purposes is not included to the calculation of the tourist flow leaving from Kazakhstan.

2. Situation analysis

For carrying out the analysis of situation students should take into account the main points in the case, identify where the bulk of Kazakhstani goes. Teacher gives the following phrases to students for helping to express opinions: In my opinion; to my mind; I think; I guess; I suppose...

3. Defining the problem

The teacher asks open leading questions to help students to identify the problem.

1. Why do people prefer spending their holidays abroad than in their home country?
2. What should we do to make more Kazakhstani people spend their holidays at their home country?
3. How do we make Kazakhstan more popular for foreign tourists and attract them from foreign countries? Offer some solutions to the problems and give your reasons.

Teacher gives the following phrases to students for helping to express opinions: First...; beside...; in addition...; to my mind...; in my opinion...; I'd like to add that...; I agree with the view...; by the way...; that's why...; more than that...

4. Problem solving

Students are encouraged to take part in a role-play to solve the case. Students aim is the acquisition of three basic negotiation skills in English: 1) to draw attention to the fact that the speaker is going to say, 2) check understanding that the interlocutor says 3) summarize. There are two members in this game. One of the students acts as representative of Investment Company "Tenir" and the other as a representative of LLP 8 Lakes. Within fifteen minutes, they have to come to consent in signing of the contract for opening of the new vacation spot in South Kazakhstan region. Thus, use of functional lexicon and discussions of the following main items are obligatory:

- Modern hotels; prices; types of services; qualified service staff; transport; entertainments.

In order to attract attention to what the speaker is going to say, teacher gives the following phrases: How/ what about...? A good idea would be... I think we/ you should... After that the teacher gives the following phrases and questions for summing up in negotiations: Can we just summarize the points we have agreed?; So, we have decided to...; Well, so we are agreed.

5. Presenting the solution

Each pair presents the options of the solution of the problem: to improve transport system; low prices for tours; advertise Kazakh traditional culture and art; to build new modern hotels; hotel staff should speak English fluently; develop new types of tourism such as health tourism, ecotourism.

6. Evaluation of alternative ways of problem solution

At this stage, students are given time for discussion, analysis and consideration of the advantages and cons of possible solutions that they have presented in the previous stage.

- Tell me the main solutions of this problem.
- What advantages and disadvantages of the solutions to the problem have you identified?

Teacher gives the following phrases for helping to express opinions, suggestions:

On the one, hand...; but on the other...; the main advantage is...; we should to take into the consideration the fact that....

7. Debriefing the class

At this stage, students share lexical items and structures which were used in their speech during the negotiations and discussions, compare and evaluate how they can apply this knowledge in real life. The teacher gives the following expressions: At the lesson, I was active/inactive; I liked the lesson; the lesson was useful/useless; after the lesson; I feel myself satisfied/dissatisfied...

As these examples demonstrate, it should be noted that the case studies provides students with an excellent opportunity to creatively apply the past language material based on their knowledge and allows students to adapt to the real and potential situations. Being one of the innovative methods of teaching, the case study gaining a positive attitude of students. They see it as an opportunity to take the initiative in making decisions, to feel self-sufficiency in the development of theoretical positions and practical skills. The fact that the analysis of the situation is quite a strong impact on the professionalization of students, promotes their maturation, enhances and creates positive interest and motivation to learn.

5. Analysis and findings

The results of experimental study in 7-8 grades of secondary schools №32 and №45 in Astana have been identified and shown in figures. We conducted the experimental study in the framework of 10 lessons (10 hours) but in the course of the research, it was revealed that English classes were held in the traditional form in schools. Thus, implementation a case with the first lessons was difficult, as the students were not ready to work with ICT and case, because students did not have enough knowledge and experience in the use of ICT in the classroom. Consequently, in the first four lessons was preparatory work with the use of ICT, as well as familiarity with students, discussions, preparatory exercises for freely expressing opinions, the construction of dialogue speech in pairs, exercises for teamwork, and solution of small problems.

Figure1 demonstrates the level of activity of students in the traditional lesson and lesson with using ICT in the classrooms. The figure shows the level of active participation of students in the lesson with ICT. This is revealed by the fact that students in this age have a great interest to the Internet and ICT, various exercises with the use of computer tools and tasks with DER, which increased their active participation in the English lessons.

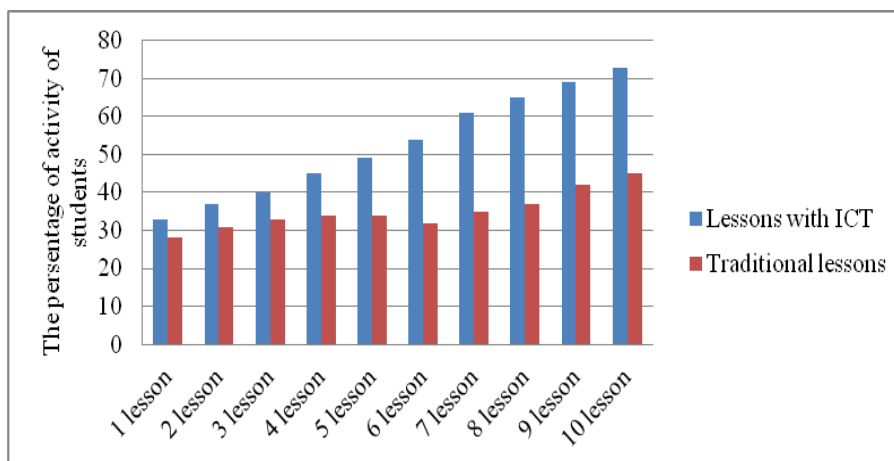


Figure 1. The level of activity of students in the classroom of English.

Before using the case in the classroom of the English language, we have compiled a few questions for students. As a result, we have come to the following conclusion: students of 7-8 grades on average can say 10-13 sentences in monologue speech (See Appendix 1), and in dialogue, each of partners pronounces about 4-5 English phrases (See Appendix 2).

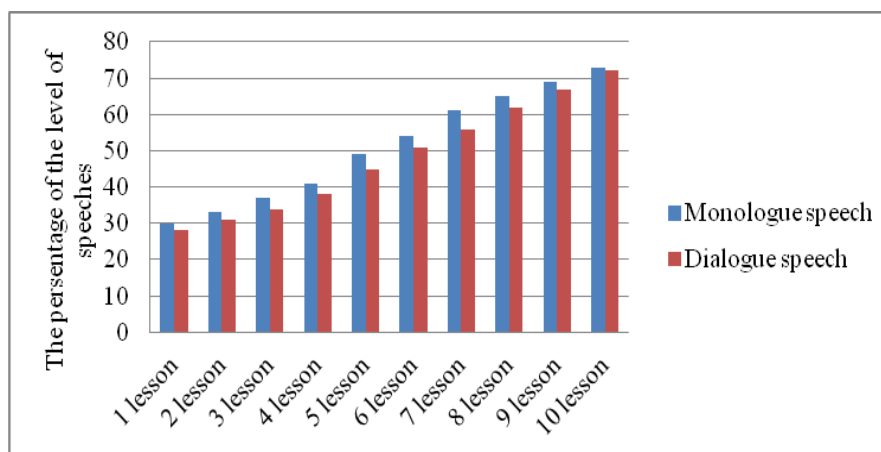


Figure №2. The level of monologue and dialogue speeches.

As it mentioned above, we have given the case in fifth lesson, but early lessons were preparatory courses. In Figure №2, we see that from the fifth lesson the level of dialogue and monologue speech is much higher, because there were presented a case with a variety of exercises for its decision. Students used prepared phrases and clichés that helped in the development of both in dialogue and in the monologue speeches.

The use of DER combined with case study in the English language lesson students can say more than 20 sentences in monologue speech and can pronounce more than 10 English phrases in dialogue speech. These results confirm the effectiveness of using this approach to increase the motivation and desire of students to speak English, to work in teams using different ICT tools in the development of language skills, overcome the language barrier, and improve cognitive activity and active participation in the lesson.

6. Conclusion

In the process of teaching the English language in school, students face with the following problems, low motivation and interest, age characteristics of students in groups, language barrier, insufficient use of ICT and innovative methods, insufficient developed ICT and authentic software. To overcome these problems, we used DER as one of the types of ICT in combination with the case study. After studying Kazakh and European literature, we concluded that ICT is a technology that can help ensure the operation on the collection, the production, accumulation, storage, processing, communication and access to information resources.

DER in turn represents one type of ICT in Kazakhstan that includes lexical, grammatical, phonetic tasks, animations of processes, video fragments, audio, video fragments, and methodical materials, thematic collections, tools (software) for support of educational activity and the organization of educational process. However DER does not create a condition for work in team, desire to express, develop the monologue and dialogue speech and make the decision. Having made the analysis of literature, we came to the conclusion that the case study - a training system based on the analysis, decision and discussion of the situations as simulated and real.

Having studied literature, we have concluded that the implementation of case studies might take the following main stages: case introduction; situation analysis, defining the problem, problem solving, presenting the solution, evaluation of alternative ways of problem solution, debriefing the class.

In the preparatory phase of training, used as a preparatory exercise such as answer the questions using the given phrases discuss with your partner and give the solution of the problem in order to activate and prepare students for the case. After a preparatory phase, teacher presented the case, and then there was a discussion and analysis of the situation, where students discussed important issues and then answered the leading questions to identify the problem. After identification of problem, the following stage is the solution of the problem where students took part in a role-play, led the dialogue and then gave the solution to the problem. The followed stage is a presentation of the solution to the problem, at this stage each couple performed and presented its solution to the problem, specifying all the items. The next stage of evaluation of alternative solutions to the problem, at this stage, the students led a discussion on options for solving the problem, which they presented at the previous stage. In addition, at the end the final stage of debriefing the class in which the teacher pointed to mistakes, estimated organizational work of students.

References

- Berce, J., Lanfranco, S. & Vehovar, V. (2008). E-governance: Information and Communication Technology, Knowledge Management And Learning Organization Culture. *Informatica*, 32, 189-205.
- Daly, P. (2013). Methodology for Using Case Studies in the Business English Language Classroom. *The Internet TESL Journal*, 8 (11). Retrieved from <http://iteslj.org/Techniques/Daly-CaseStudies/>
- Dr. Jing Zheng (2013). Teaching Business English With Cases - An Application of Case Method in Business English Teaching, *Journal of Contemporary Management*.
- Haghighi, S. & Eskandari M. (2012). A Study on Barriers of Using Information Technology on Learning And Teaching in Elementary Schools, *Management Science Letters*, 2, 417-424.
- Meadowcroft, B. (2006). The Impact of Information Technology on Work and Society. Retrieved from Ben Meadowcroft: <http://www.benmeadowcroft.com/reports/impact/>
- Mejiuni, O. & Obilade, O. (2006). The Dialectics of Poverty, Educational Opportunities and ICTs. In A. Oduaran & H.S. Bholal (Eds), *Widening Access To Education As Social Justice*, 139-148.
- Mok, J. (2013). A Case Study of Developing Student - Teachers' Language Awareness Through Online Discussion Forums. *Language Awareness*, 22 (2), 161-175, [DOI:10.1080/09658416.2012.680467](https://doi.org/10.1080/09658416.2012.680467)

Mussa, D. & Niyazova, A. (2017). Teaching English as a Foreign Language to Kazakhstani Students by Means of DER and Case-Study method. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 03, pp 104-113. Available from: www.prosoc.eu

Asabere, N. Y. & Enguah, S. E. (2012). Use of Information & Communication Technology (ICT) in Tertiary Education in Ghana: A Case Study of Electronic Learning (E-learning). *International Journal of Information and Communication Technology Research*, 2 (1), 62-68.

Niyazova, A. (2014). Aktivizaciya Processa Professional'noy Podgotovki Uchitelya Inostrannogo Yazika Posredstvom "Keys-Metoda", *Yazik I Kul'tura*, 2 (26), 163-173.

Polat Y., Bukharkina M., Moiseyeva M. & Petrov A. (2000). *Noviye Pedagogicheskie I Informacionniye Tehnologii V Sisteme Obrazovaniya: Uchebnoye Posobiye Dlya Studentov Pedagogicheskikh Vuzov I Sistemy Povisheniya Kvalifikacii Pedagogicheskikh Kadrov*. Moskva: "Akademiya".

Strelchonok, A. & Ludviga, I. (2013). The Use Of Case Studies in Business English Language Teaching, *Social And Natural Sciences Journal*, 7 (1), 10-14.

Thomas, G. (2013). From Question to Inquiry: Operationalising the Case Study for Research in Teaching. *Journal of Education for Teaching*, 39 (5), 590-601, [DOI:10.1080/02607476.2013.852299](https://doi.org/10.1080/02607476.2013.852299)

United Nations Development Program (2002). Information, Communication and Knowledge Sharing, Gender in Development, Learning and Information Pack. Retrieved from <http://www.undp.org/gender/infopack.htm>

Vulfovich E. Y. (2014). Case Study in Teaching Foreign Language for Professional Communication. *Mezhdunarodniy Nauchno-Issledovatel'skiy Zhurnal*, 4 (23), 98-99.

Wang, Q. & Woo, H. L. (2007). Systematic Planning For ICT Integration in Topic Learning. *Educational Technology & Society*, 10 (1), 148-156.