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THE ROLE OF ICT IN CREATING A FOREIGN LANGUAGE LEARNING ENVIRONMENT AT THE UNIVERSITY LEVEL

The study explores the role of information and communication technologies (ICT) in creating a language learning environment during foreign language instruction at the tertiary level. The primary objective is to analyze the pedagogical effectiveness of ICT in fostering language proficiency and modeling an immersive language environment. In order to achieve this aim, 35 3rd-year students of Pavlodar Pedagogical University named after Alkey Margulan were recruited to participate in the study. The study involved the implementation of a massive open online course (MOOC) «Active Communication». The study employed a pre-test and post-test design, indicating that the participants' language proficiency was assessed both before and after they were exposed to the ICT based foreign language instruction. This design enables the researchers to measure the potential improvement of outcomes by comparing the scores obtained from the two tests. The findings indicate an increase in average test scores from 59 % to 76,4 % following the intervention. The study confirms that ICT, when integrated through grounded pedagogical approaches, can successfully replicate the functions of a natural language environment and contribute to better academic results.

Keywords: information and communication technologies, foreign language learning environment, language proficiency, communicative competence, pedagogical approaches.

Introduction

It must be acknowledged that learning foreign languages in the modern world is practically impossible and impractical without the use of information and communication technologies (ICT). Such advantages as: a variety of ways of presenting educational material; the increased flexibility and dynamism of classes, the ability to individualize the educational learning paths, the provision of instant feedback, the enhancement of motivation and the assurance of emotional safety [1; 2] unconditionally speak in favor of using ICT in the educational space. However, the key advantage of introducing ICT into language education is its potential to create a language learning environment in the classroom setting. ICTs provide a wide range of interactive learning opportunities, allowing students to immerse themselves in a language environment in the absence of a natural language environment, interact with native speakers and use authentic resources.

ICT has long been utilized in teaching foreign languages as a means of creating a foreign language learning environment, supporting the development of all types of speech activity. Traditional ICT tools include multimedia learning resources, online communication platforms, electronic dictionaries and other digital instruments that contribute to the development of students' communicative competencies.

ICTs open up new pedagogical possibilities for modeling the language learning environment, providing tools for immersing students in various forms of speech activity. Nevertheless, the effectiveness of ICTs in this context directly depends on the pedagogical model in which they are implemented. Thus, the relevance of this research is determined by the need to integrate the latest computer technology achievements in learning foreign languages, as well as the need to justify appropriate pedagogical approaches for their effective application.

The purpose of this study is to analyze the role of ICT in creating a language learning environment during foreign language instruction at the tertiary level, as well as to identify and substantiate contemporary pedagogical approaches that facilitate this process.

Most definitions of ICT are presented mainly in the normative, technocratic or applied framework, focusing, as a rule, on describing the functional potential of various software and hardware tools. Accordingly, ICT is defined as: a range of digital technologies that are a tool for the creation, transmission, storage, and distribution of information [3; 4]. The following definitions reveal the pedagogical

and content-related potential of technologies in the field of education, such as: a pedagogical technology that uses certain software and hardware tools to gain access to specific information sources [5]; a set of tools and methods for transforming information data in order to enable a person to acquire new-quality information [6]; an instrument for designing and maintaining individual educational programs [7]. In turn, T. E. Isaeva interprets ICT in foreign language education as a set of pedagogical technologies that model the real conditions of foreign language interaction within the frameworks of distance, blended and individualized learning [8].

The understanding of the very essence of the language learning environment has also evolved. According to N. A. Zhuravleva, the language environment is the totality of all sources of information in the language being studied, which surrounds the learner. Thus, it represents an informational field that promotes the natural acquisition of the language [9].

From the point of view of I.P. Bondarenko, the language learning environment encompasses all forms of language realization — from phonetic and lexical elements to grammatical structures expressed through a variety of written and spoken texts [10].

I. A. Orekhova considers the language learning environment as a set of discursive practices and semiotic spaces of a specific linguistic and cultural community [11].

E. V. Burina emphasizes the importance of authentic problem-based situations in which students do not just learn the language, but act within the framework of culturally determined communication models. This contributes to the formation of both explicit and implicit components of communicative competence, ranging from speech interaction skills to culturally appropriate behavioral patterns within the context of the target language culture. The author considers e-mail, teleconferences, video communication platforms (ZOOM, Skype, etc.), forums, audio chats and other digital means of interaction to be among the Internet's communication resources. The use of virtual communication contributes to the creation of a language learning environment and provides students with the opportunity to engage in verbal interaction in a foreign language. Such an environment, based on the possibilities of online communication, ensures the development of communicative competence. Virtual communication can be carried out in both synchronous and asynchronous formats. Moreover, the use of multimedia technologies makes it possible to simulate elements of a real language environment, contributing to the formation of sustainable motivation to learn a foreign language through interaction with native speakers, as well as through listening to original audio texts [12].

A similar viewpoint is expressed by I.A. Zavalipenskaya and T.V. Solovieva, who states that by integrating of various audio materials, video resources, media content, as well as the use of Internet resources in the educational process, the teacher is fully equipped to create a language learning environment within the classroom. One of the available means of creating a language environment is watching films in the original, contributing both to the development of communicative skills and to increasing the students' learning motivation [13].

According to R.V. Radzhabova, social networks are another effective resource for creating a language environment. Their use provides students with the opportunity to create thematic pages in the language they are learning, communicate with native speakers, develop writing skills, find and share relevant information in a foreign language and participate in various communities. The large-scale integration of social networks into the daily life of the modern generation contributes to both in-depth information and emotional immersion in the language environment. This, in turn, facilitates overcoming the language barrier, activates verbal communication and helps establish psychologically comfortable conditions for learning [14].

However, the role of social media in language learning is not considered entirely positive by all researchers. For instance, M. Lakhal and M. Hakimi argue that the effectiveness of social media depends on how it is used in the learning process. While social media can provide opportunities for communication and contact with authentic language, it may also distract students or lead to communication that is not focused on learning goals if it is not properly organized by the teacher, which means that the use of social media as a component of a language learning environment requires careful pedagogical design [15].

T. A. Kazarova also points out that not all forms of visual and multimedia ICT use are beneficial for language learning. According to this perspective, excessive or poorly planned use of multimedia elements may reduce opportunities for developing students' abstract and logical thinking skills. At the same time, special importance is placed on language learning tools and programs that allow learners to communicate in real or simulated situations with speakers of the target language. This view highlights the need to balance the use of illustrative and interactive technologies with pedagogical goals [16].

Additional support was seen in the research of A.V. Arzhanovskaya & E. A. Eltanskaya [1], A. R. Prokopchuk & E. A. Gavrilova [17]. According to them, ICT contributes to the formation of an authentic language environment by including cultural and social materials in multimedia educational complexes, such as original texts, audio and video content, blogs, websites, podcasts and other digital resources. Moreover, the use of ICT allows not only to enrich the language environment,

but also to strengthen the communicative orientation of instruction by simulating conditions as close as possible to the realities of live speech communication. At the same time, the authors emphasize that the effectiveness of using ICT in teaching foreign languages directly depends on the quality of pedagogical design. Even with technically advanced multimedia tools, the lack of a methodically grounded approach may result in low learning outcomes. Information technologies should be considered as an additional but significant tool capable of providing a stable and rich multimedia language environment with high linguistic potential.

In this regard, an important task is the analysis of scholarly research that examines pedagogical approaches to the use of ICT in the process of foreign language instruction. Referring to such studies makes it possible to identify the theoretical foundations that ensure the effectiveness of the language learning environment being created.

The work of T.E. Isaeva [8] emphasizes the need for a dialectical combination of methodological foundations – activity-based and learner-centered approaches. This combination reflects the modern vector of humanization of education, which involves the development of the student's personality through active engagement in meaningful and value-driven activities, including those facilitated by the use of ICT.

When researching the methodology of teaching a professionally oriented foreign language in higher education and in the process of developing electronic educational resources, as noted by D.V. Burinskaya [18], the best results are provided by a comprehensive approach that includes integrated, competence-based, project-based, research-oriented and individualized approaches. This set of pedagogical approaches makes it possible to comprehensively develop all types of speech activity (reading, writing, listening, speaking) that meet the requirements of the modern educational environment.

Although the communicative approach occupies a leading position in foreign language pedagogy and remains central in the context of higher education in the Republic of Kazakhstan due to the requirements of the state educational standard, its implementation in digitally mediated environments requires further clarification. The communicative principle emphasizes meaningful interaction and practical language use. However, it does not specify how ICT tools should be systematically structured within the instructional process. Similarly, learner-centered instruction promotes student autonomy and active participation, yet without clear methodological coordination digital resources may be applied inconsistently or fragmentarily. Thus, the challenge does not lie in the theoretical validity of these approaches, but in their practical operationalization within a

coherent digital learning model that ensures alignment between pedagogical objectives and technological tools.

The analysis of different viewpoints presented above shows that ICT in foreign language education cannot be considered either fully effective or ineffective in itself. Some researchers emphasize its strong potential for communication and immersion, while others point out possible limitations related to distraction, overuse of multimedia tools or insufficient pedagogical structure. These differing perspectives indicate that the effectiveness of ICT depends not only technology itself, but the way it is pedagogically organized and integrated into the learning process.

However, although the role of ICT in language education is widely discussed, there is still limited clarity regarding how ICT tools can be systematically integrated to function as a structured language learning environment at the university level. Existing studies often describe separate technologies or pedagogical approaches, yet fewer works explicitly demonstrate how ICT can be organized into a coherent model that supports communicative competence development in practice.

The study contributes to theoretical and practical understanding of how ICT can be systematically integrated into foreign language instruction to create a foreign language learning environment at the university level, as demonstrated through a structured MOOC implementation.

Materials and methods

The following research methods were used in the present research: existing literature analysis, pedagogical experiment and statistical analysis of the data obtained. The research was carried out on the basis of Pavlodar Pedagogical University named after Alkey Margulan among 35 3rd-year students of the specialty 6B01730 «Foreign languages: two foreign languages». The pedagogical experiment lasted 15 weeks and consisted of ascertaining, formative and control stages.

At the ascertaining stage, a diagnostic test was conducted to determine the initial level of students before the start of the experiment.

The formative stage was conducted using a range of ICT tools typically applied in university foreign language instruction, including Internet resources, electronic learning materials, multimedia content, podcasts, and digital communication tools. ChatGPT was used as an additional digital resource to support communicative practice. Within this broader ICT context, the primary instructional intervention was the implementation of the MOOC «Active Communication», delivered through the Eduard Studio platform. Students were required to enroll in the course by following a provided link to https://editor.eduardo.studio/course/course-v1:assel_karimova+111322+1 and completing the registration process. After registration, they received access to the course materials and module content.

The MOOC «Active Communication» was designed as a 15-week online course organized into 7 thematic modules related to everyday, academic and professional communication. Each module included 5 instructional blocks.

The first block was a Reading section, which contained a thematic text accompanied by comprehension and analytical tasks aimed at developing reading skills and introducing key communicative situations relevant to the module topic.

The second block consisted of a Vocabulary Bank, presenting new lexical units, functional phrases and topic-specific expressions. Students were expected to master this vocabulary and actively apply it in subsequent tasks.

The third block was a Communication section. This part included a short video stimulus related to the module topic. Based on the video, students were required to complete communicative assignments in the form of recorded video responses. These tasks were performed either in pairs with another student or individually using ChatGPT as an interactive conversational partner. The assignments were designed to simulate authentic dialogue, situational interaction and spontaneous speech production.

The fourth block included a test, which assessed students' understanding and use of newly introduced vocabulary, functional expressions and communicative structures.

The final block of each module was the Student Samples section. This section functioned as a repository where students' recorded video assignments were uploaded and stored. This component enabled peer observation, instructor feedback and continuous monitoring of students' communicative progress throughout the course.

An additional interactive section of the course was a discussion forum. Within the forum, students were given thematic questions related to modules' content and were required to express their personal opinions in written form. The forum activities encouraged reflective thinking, argumentative writing and asynchronous peer interaction, thereby supporting the development of written communicative competence.

Such a modular structure ensured consistency across themes and supported the systematic development of communicative competence through repeated practice, vocabulary reinforcement, task-based interaction and reflective written communication.

During the control stage of the experiment, a post-intervention test was administered to assess the presence or absence of progress in students' academic performance.

Results and discussion

The purpose of the pre-intervention test was to determine the participants' baseline level of English language proficiency prior to the introduction of any experimental conditions. The test covered key linguistic competencies with a maximum possible score of 100 points. The results of the diagnostic test are illustrated in Table 1.

Table 1 – The diagnostic test results (n=35)

Stage	Level		
	low	average	high
Ascertaining	25,1 %	52,0 %	22,9 %

The diagnostic results revealed that out of 35 participants of the experiment, 25,1 % demonstrated a low level of English language proficiency, 52 % at an average level and 22,9 % showed a high level of proficiency at the ascertaining stage.

The following arithmetic mean formula was used to get the average number of points that each student received on the diagnostic test. The simple arithmetic mean is utilized while calculating nongrouped statistical data in order to determine the average term. The arithmetic mean is an average value of a characteristic, calculated in such a way that the overall amount of that characteristic in the total remains consistent:

$$\bar{x} = (x_1 + x_2 + x_3 + x_4 + \dots + x_n) : n = \frac{\sum_{i=1}^n x_i}{n} = 59, (59\%)$$

where n is the aggregate number of participants, and x_i the number of points scored by the i student ("i" stands for the order number).

Here, all students received an average score of 59 points, which translates to 59 % of the total number of correct answers. This result indicates that the majority of students exhibited a moderate command of the language before the start of the pedagogical experiment. The data obtained highlights the necessity of integrating ICT tools, including MOOC «Active Communication» into the educational process to enhance students' academic performance. The content of the MOOC primarily consists of tasks aimed at developing students' communicative competence.

After the completion of the formative stage of the pedagogical experiment, a post-intervention test was administered in order to evaluate the effectiveness of the instructional intervention. The structure of the test was identical to that used during the ascertaining stage, which allowed for a reliable comparison of

students' academic performance. The results of this post-intervention assessment are presented in Table 2.

Table 2 – The outcomes of experimental groups' post-intervention test at the control stage

Stage	Level		
	low	average	high
Control	14,4 %	46,9 %	38,7 %

At the control stage, following the 15-week training using ICT-based instruction and digital learning tools, the distribution of students' proficiency levels demonstrated a noticeable improvement. According to the results of the post-intervention test, 14,4 % of students remained at a low proficiency level, 46,9 % achieved an average level, while 38,7 % obtained a high level of English language proficiency.

$$\bar{y} = (y_1 + y_2 + y_3 + y_4 + \dots + y_n) : n = \frac{\sum_{i=1}^n y_i}{n} = 76,4 \text{ (76,4\%)}$$

According to the arithmetic mean formula, the average percentage of correct answers obtained by the students in the post-intervention test was 76,4 %. This value represents the overall improvement in performance following the instructional period.

Figure 1 represents the comparative data of the experimental groups' results at the ascertaining and control stages of the experiment.

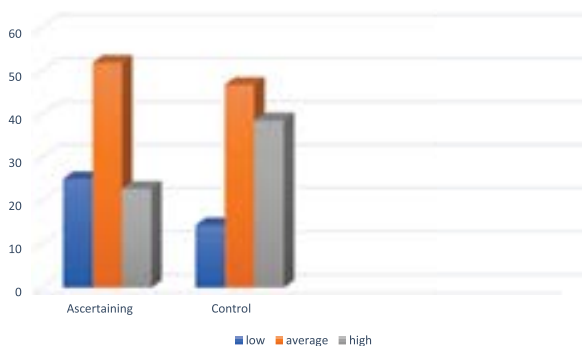


Figure 1 – Comparative data of the results at the ascertaining and control stages

Following the 15-week ICT-based training, the proportion of students in the low-level category decreased significantly from 25,1 % to 14.4 %, indicating a reduction of more than 10,7 %. Meanwhile, the percentage of students performing at the average level slightly declined from 52 % to 46.9 %, which can be interpreted as a positive redistribution toward higher achievement. Most notably, the number of students attaining a high level of proficiency increased substantially to 38.7 %, reflecting an improvement of 15,8 % compared to the initial test results.

In addition to that, the arithmetic mean calculation based on the individual scores of all 35 participants showed the general trend of achievement within the experimental group. The notable increase in average score of 59 % to 76,4 % demonstrates a 17,4 % gain.

To examine whether the observed increase in test scores was statistically significant, a paired samples t-test was conducted comparing students' pre-intervention and post-intervention results. The analysis revealed a statistically significant improvement in performance following the 15-week ICT-based instructional intervention, $t(34) = 11.92$, $p < .001$, thereby confirming that the improvement is statistically reliable, which underscored the efficacy of ICT implementation in creating a foreign language learning environment.

Overall, the data reflect a positive learning dynamic and the potential of ICT-enhanced environments to foster academic performance in university settings.

Conclusion

Based on the results of this study, the following conclusions can be mentioned. The theoretical analysis demonstrated that the primary role of ICT in foreign language instruction at the university level lies in their capacity to model and sustain a language learning environment within the educational setting. ICT tools make it possible to recreate essential elements of a natural language environment by providing access to authentic materials, facilitating communicative interaction and ensuring continuous practice in various types of speech activity. In this way, ICT serve as a means of compensating for the absence of direct interaction with native speakers.

The empirical findings of the pedagogical experiment confirmed the effectiveness of ICT integration in the educational process. The observed decrease in the proportion of students with a low level of proficiency and the substantial increase in those achieving a high level demonstrate positive academic dynamics within the experimental group. The statistically significant improvement in test results further supports the reliability of these outcomes and indicates that the implemented instructional model contributed to measurable progress in students' language proficiency.

Thus, the results of the research confirm that ICT play a significant role in creating a foreign language learning environment at the university level. When thoughtfully integrated into the teaching process, ICT serve not only as technical tools, but as a practical means of supporting communicative practice and improving academic performance in higher education.

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ЖОҒАРЫ ОҚУ ОРНЫНДА ТІЛДІК ОРТА ҚҰРУДАҒЫ АКТ-НЫҢ РӨЛІ

Бұл мақала жоғары оқу орындарында шет тілін оқыту кезінде тілдік орта құрудағы ақпараттық-коммуникациялық технологиялардың (АКТ) рөлін зерттейді. Зерттеудің негізгі мақсаты – тілді меңгеруді дамытудағы және иммерсивті тілдік ортаны модельдеудегі АКТ-ның педагогикалық тиімділігін талдау болып табылады. Осы мақсатқа жету үшін зерттеуге Әлкей Марғұлан атындағы Павлодар педагогикалық университетінің 3 курсының 35 студенті таңдалып алынды. Зерттеу барысында «Active Communication» атты жаппай ашық онлайн курсын (ЖАОК) қолданылды. Зерттеуге қатысушылардың тілді меңгеру деңгейі АКТ негізіндегі шет тілін оқытуға дейін де, одан кейін де бааланғанын көрсететін pre-test және post-test сынақ дизайны қолданылды. Бұл дизайн зерттеушілерге екі сынақтан алынған ұпайларды салыстыру арқылы нәтижелердің ықтимал жақсаруын өлшеуге мүмкіндік береді. Зерттеудің нәтижелері бойынша эксперименттен кейін тестілеудің орташа ұпайларының 59 %-дан 76,4 %-ға жоғарылағанын көрсетеді. Зерттеу қорытындылары АКТ табиғи тілдік ортаның функцияларын сәтті қайталай алатынын, оқу нәтижелерін жақсартуға ықпал ететінін растайды

Кілтті сөздер: ақпараттық-коммуникациялық технологиялар, тілдік орта, тілді меңгеру, коммуникативтік құзыреттілік, педагогикалық тәсілдер.

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РОЛЬ ИКТ В СОЗДАНИИ ЯЗЫКОВОЙ СРЕДЫ В ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ

В статье изучается роль информационно-коммуникационных технологий (ИКТ) в создании языковой среды во время обучения иностранному языку на уровне высшего образования. Основная цель – проанализировать педагогическую эффективность ИКТ в повышении языковой компетентности и моделировании иммерсивной языковой среды. Для достижения этой цели к участию в исследовании были привлечены 35 студентов 3-го курса Павлодарского педагогического университета имени А. Марғұлана. Исследование включало использование массового открытого онлайн-курса (MOOK) «Active Communication». В исследовании использовался дизайн pre-/post- тестирования, указывающий на то, что языковая компетенция участников оценивалась как до, так и после того, как они подверглись обучению иностранному языку на основе ИКТ. Этот дизайн позволяет исследователям измерить потенциальное улучшение результатов, сравнивая баллы, полученные в двух тестах. Результаты указывают на увеличение средних баллов тестов с 59% до 76,4% после интервенции. Исследование подтверждает, что ИКТ, интегрированные посредством обоснованных педагогических подходов, могут успешно воспроизводить функции естественной языковой среды и способствовать улучшению академических результатов.

Ключевые слова: информационно-коммуникационные технологии, языковая среда, языковая компетенция, коммуникативная компетентность, педагогические подходы.

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