

A.B. Smagulova^{1*}, Zh.M. Baigozhina², M.A. Uaikhanova³, B.T. Kuanysheva⁴

¹*Pavlodar Pedagogical University named after A. Margulan, Pavlodar, Kazakhstan;*

²*L.N. Gumilyov Eurasian National University, Astana, Kazakhstan;*

^{3,4}*Toraigyrov University, Kazakhstan, Pavlodar.*

(*Corresponding author. E-mail: mekezhanova_a_b@ppu.edu.kz)

¹ORCID 0009-0003-7812-7327

²ORCID 0000-0001-8832-2087

³ORCID 0000-0002-6912-4824

⁴ORCID 0000-0002-8771-9370

Overcoming boundaries: the role of technology in informal foreign language teaching

The article presents an empirical analysis of technologies used in informal language education. The availability of online technologies in education increases the opportunities for learning English. However, despite existing studies on using digital technologies, limited research has been conducted on how students of non-linguistic specialties evaluate the provision of foreign language practice through informal online learning. The present study argues that informal online learning deserves more careful study, and is empirical research that reveals the use of online technologies for learning English by students of non-linguistic specialties, as well as their preferences regarding the variety of online technologies and their capabilities. The opinions of participants in the empirical research regarding the perceived value of online technologies for informal English language learning are analyzed and compared with their opinions regarding the use of online technologies in formal learning settings. The results of the empirical research demonstrate that students give a clear preference to, let us say, online learning tools in informal learning settings tested with time. These are films, YouTube videos, online dictionaries and thesauri, email. The results of our research also present students' divergent views on using online technologies in the framework of informal learning.

Keywords: English teaching, online technologies, communication, Internet, formal learning, informal learning, lifelong learning, digitalization.

Introduction

Digitalization of services has been one of the leading trends in Kazakhstan's development since 2008. Compared to other Eurasian countries, the spread of high-speed Internet in Kazakhstan is above average. Thus, Kazakhstani students have an easy and relatively inexpensive access to a wide range of online technologies, which they use for a wide range of purposes, such as entertainment, personal, and educational purposes on a regular basis. The variety and availability of online downloading and streaming platforms, for instance, Netflix, Amazon, Apple TV+, Okko, Kinopoisk have made watching English-language films, series and television programs easily accessible in a country where English is a foreign language. Consequently, Kazakhstani students have increasing opportunities to learn and practice English in an informal digital environment.

In the modern world, technologies play a key role in various spheres of life, including education. In recent decades, they have become an integral part of the learning process, especially in the context of learning foreign languages. The rapid pace of technological development requires a simultaneous increase in opportunities for acquiring new competencies [1]. A number of researchers highlight the potential of using online technologies for promoting autonomous learning, motivation, and foreign language communicative competence [2]. However, despite growing research interest, further investigation is needed into how formal and informal modes of English language learning interact in the context of digitalization, particularly in Kazakhstan.

At the national level, the importance of digital transformation and human capital development has been acknowledged by President Kassym-Jomart Tokayev in his State of the Nation Address "Kazakhstan in the Era of Artificial Intelligence: Current Challenges and Solutions through Digital Transformation" [3]. He noted that "Digital technologies are rapidly transforming the global labour market. Worldwide, demand is increasing for specialists with skills in artificial intelligence. Therefore, under my instruction, the 'AI-Sana' programme has been launched, aimed at involving up to 100,000 students in high-tech projects. It is also es-

essential to equip teachers with the skills to work with AI technologies. In modern terms, what is required are ‘high-quality human resources’, because educated, responsible citizens form the foundation of the national economy and the future of Kazakhstan.” This statement emphasizes the growing significance of integrating digital and linguistic skills in education.

In this regard, the problem addressed in this study concerns the integration of formal and informal education in developing students’ foreign language skills. The object of the research is foreign language learning in higher education, and the subject is the integration of formal and informal learning practices in English teaching. The aim of the article is to analyze how online technologies contribute to developing English language competence through the interaction of formal and informal learning.

The research pursues the following objectives:

- reviewing relevant literature on formal and informal learning in the context of digitalization;
- identifying current trends and tools used by Kazakhstani students for informal English learning;
- examining the interrelation between online informal learning practices and formal classroom outcomes.

In spite of the growing interest in using technology in foreign language teaching, there still remain questions on understanding how Kazakhstani students, especially those of non-linguistic fields, engage with online technologies for English learning outside the classroom. Few studies have systematically examined the preferences of Kazakhstani students, the language skills they develop and how their informal language practices align with formal language education. To address this gap and achieve the research aim and objectives, the following research questions were formulated:

1. What are the current trends in research on informal digital foreign language teaching?
2. What online technologies do students of non-linguistic specialties use for informal English learning, and how frequently?
3. Which language and speech skills do students aim to develop with the use of different online technologies in informal learning contexts?
4. Are students’ uses of online technologies for English learning primarily intentional or incidental?
5. What are students’ attitudes toward integrating online technologies into formal classroom English learning compared to their informal learning practices?

The article consists of the following parts: introduction, literature review, methodology, results, discussion, and conclusion.

Materials and Methods

The present research employed a mixed-methods approach that combined qualitative and quantitative research techniques. The methodological framework included an analysis of modern foreign and domestic literature related to the general pedagogy and methodology of English language teaching to identify the peculiarities of informal learning, its strengths and weaknesses. The inductive method was applied to generalize findings and formulate conclusions based on the analyzed sources.

To obtain empirical data, a survey and semi-structured interviews were conducted at Pavlodar Pedagogical University named after A. Margulan to explore their preferences, habits, and attitudes toward informal English learning using online technologies (See Table 1). The collected data were processed through both quantitative analysis and qualitative thematic analysis of participants’ responses.

Table 1

Aspects involved in the empirical research

1	Frequency of use and perceiving the usefulness of online resources for learning English	The experience of using various online applications by students is studied: frequency of use, their usefulness for learning English.
2	The nature of informal learning intentions	On the one hand, the use of technology in informal learning is based on the intention to communicate rather than the intention to learn [3]. On the other hand, through the use of online technologies, students can improve certain language and speech skills.

Continuation of Table 1

3	Reasons for choosing online technologies	The most frequently used resources were watching TV series and films on streaming platforms. This section reveals the reasons for their choice as an educational resource, and examines students' opinions regarding the benefits of social networks.
4	Students' attitudes towards the use of technology in learning	This section reveals students' opinions regarding the use of technology in learning.

The sample consisted of 75 students of non-linguistic specialties. The survey results demonstrate how students learn English as part of their informal education and how they combine informal foreign language education with traditional learning resources. Participation in the survey was voluntary, and respondents were informed about the aim and anonymity of the research.

The quantitative and qualitative data were collected through questionnaires. Data were interpreted through statistical data collection coupled with thematic analysis of responses. The number of respondents is 75 students. They are students of non-linguistic specialties of Pavlodar Pedagogical University named after A. Margulan.

Overall, the survey results provided a comprehensive understanding of how Kazakhstani students engage in informal English learning beyond the university environment and how they combine online resources with traditional classroom-based instruction.

Modern tendencies clearly demonstrate that the wide spread of online technologies is a global phenomenon that has been demonstrating impact on many spheres of human life, including education in general and English language teaching in particular. The ubiquity of broadband Internet, Wi-Fi and mobile data has influenced how people engage with study, work, leisure and shopping. As G. Sockett points out, the Internet is mainly used for these purposes in English, which provides the opportunity for abundant English practice [4]. At the same time, the practice of learning English described above is additional and unfocused, a kind of side effect of communicating in English on social networks, community chats, email, etc. D. Toffoli and G. Sockett have compared the amount of time spent on formal English language learning (within educational institutions) and informal English language learning with the use of online technologies and have discovered that the latter prevails [5]. Moreover, it is worth saying that informal English language learning with the use of online technologies first entails pleasure, and only then learning [6].

As the ideas of informal learning are based on the principles of lifelong learning, it is gradually gaining popularity among those who are eager to adapt to a sustainable society and individual empowerment [7]. A. Stevens [8], S. Steel and M. Levy [9] devote their research to the increasing popularity and use of a variety of online tools in formal and informal education.

Recent research has put emphasis on the increasing significance of this phenomenon. Thus, having conducted comprehensive systematic analysis of 123 empirical studies online informal foreign language education published between 2014-2023 in such databases as Web of Science and Scopus, Inayati et al. discovered the growth of research attention to this field [10]. Their findings demonstrate that online tools of informal foreign language education have become a central focus in foreign language education research.

Recently, researchers have presented the concept of IDLE (informal digital learning of English), which particularly acknowledges the growing use of digital technologies among English learners [11]. IDLE is self-directed English learning in extracurricular and naturalistic settings, which is motivated by learners' personal interests and needs [12].

It is obvious that English language learners note the benefits of informal interaction with English-language online resources. Moreover, we consider it necessary to note the intentionality of the choice of resources in English: students consciously choose to receive information in English, despite the fact that they have access to equivalent information in their native language.

Let's dwell on the advantages and disadvantages of IDLE.

English language learners worldwide admit the advantages of IDLE. For instance, Liu et al. examined the relationships among IDLE, motivation and enjoyment in foreign language learning through an explanatory mixed-method research, that revealed strong positive correlations between them [13].

The advantages of using online technologies in learning English are as follows:

1. Flexibility and accessibility. One of the main advantages of using technology in informal learning is its flexibility and accessibility. Online platforms, mobile applications, audio and video materials are available anytime and anywhere, allowing students to learn the language in a manner convenient for them. This is especially important for busy people who can learn a language in their free time, without being tied to a specific schedule [14]. The findings of Roy and Gandhimathi, which is a systematic review of more than 40 articles from the Scopus and Web of Science databases published in 2019-2023, note the increase of self-directed learning opportunities caused by using online technologies in education [15].

2. Interactivity and engagement. Technology also facilitates the creation of interactive and engaging learning materials, which increases student engagement. Game elements, interactive lessons, and the ability to communicate with native speakers through online platforms make the learning process more fun and motivating.

3. Person-oriented approach. Technologies make it possible to create educational materials adapted to the individual needs and level of knowledge of each student. Machine learning algorithms and artificial intelligence (AI) are used to create personalized learning programs that take into account the specific needs and preferences of each student [16]. M. Zhang mentions that AI can construct personalized learning paths adapting content delivery to the learner's needs, learning style and preferences [17].

4. Real-time skills development. One of the key aspects of effective learning is the ability to practice what you have learned in real time. Technology provides students with the opportunity to interact with native speakers through video conferencing, chat, and social media, which enhances the development of oral and written language, as well as spoken language comprehension.

5. Support and motivation. Finally, technology can serve as a means of support and motivation for students. Online communities, forums and social networks provide opportunities to communicate with other students, share experiences and support. Also, various motivational apps and progress tracking systems can help students stay motivated and achieve their language learning goals.

Let's move on to the disadvantages of using online technologies in informal English language education.

1. The need for a stable technical infrastructure. For the effective use of online technologies, an accessible and reliable technical infrastructure is necessary: it is available in all Kazakhstani cities and most of the towns, but is not always present in rural areas, especially those remote from the urban environment. Moreover, as Guangxiang Leon Liu, Ron Darvin & Chaojun Ma note there can be difficulties with accessing authentic learning resources due to internet restrictions [18].

2. Risk of addiction. As is known, with the active use of online technologies, the risk of addiction to gadgets increases greatly [19].

3. Possibility of delayed communication. Unlike real communication, which is considered to be interactive, lively and real-life, online communication can be delayed: your counterpart needs time to receive, read and respond to messages. This peculiarity cannot always provide the interactive character of communication [20].

4. Lack of motivation: Without support from a teacher or fellow students, many students may lose motivation to continue learning a language, especially if they encounter difficulties or feel isolated [21].

5. The danger of unverified content: There can be a lot of low-quality or even erroneous content on the Internet, which can confuse or mislead a student with a low level of media literacy.

Informal English language learning is influenced by a number of factors, such as:

- most of the information, which may represent potential knowledge in the digital era, is in English. Accordingly, in the context that a foreign language serves as a means of acquiring knowledge, it provides access to a qualitative and quantitative diversity of foreign language information, which is undoubtedly a positive factor for cognitive interest in mastering it.

- spontaneity of the process of using the information and language environment: foreign language resources exist in the same system with the information environment in the native language.

- cognitive specificity of foreign language knowledge, the maintenance of which requires constant language practice, which is provided by informal education.

Thus, we have conducted a review of foreign literature on the topic of our research. However, not enough attention is paid to assessing the potential of using online technologies by Kazakhstani students.

Results and Discussion

The results of the research indicate regular online activity of students in English. Figure 1 shows a ranked list of the most used technologies (over 50 % of respondents) with the degree of frequency of their use and the degree of their usefulness (See Fig. 1).

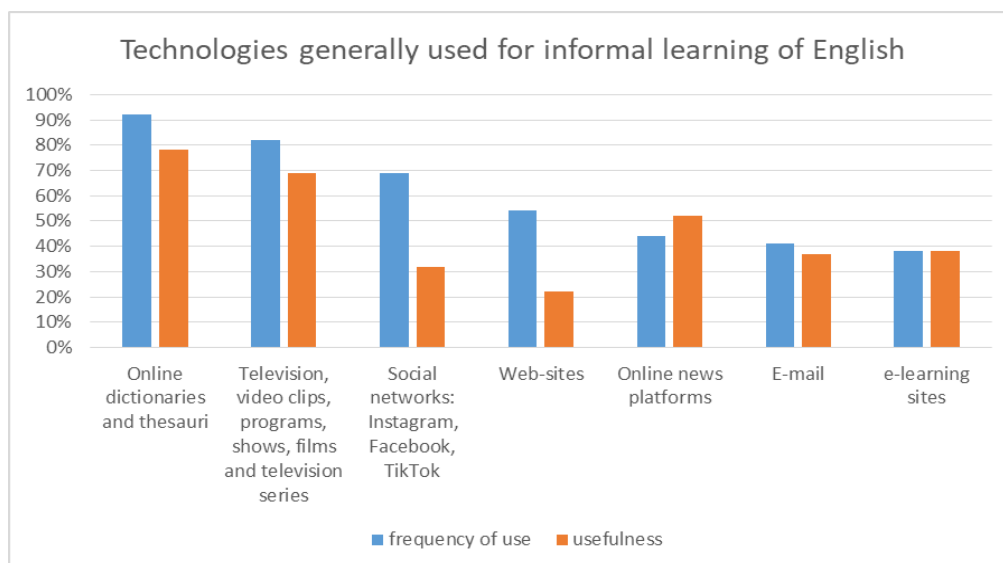


Figure 1. Technologies generally used for informal learning of English

Table 2 reveals the speech and language skills that the mentioned technologies help to improve.

Table 2

Target speech and language skills

#	Technology	Target speech and language skills
1	Online dictionaries and thesauri	Vocabulary, Writing, Pronunciation
2	Television, video clips, programs, shows, films and television series	Listening, Pronunciation, Speaking, Communication
3	Social networks: Instagram, Facebook, TikTok	Communication, Vocabulary, Grammar
4	Websites	Reading, Grammar
5	Online news platforms	Reading, Vocabulary
6	Email	Writing, Reading, Grammar, Vocabulary
7	e-learning sites	Grammar, Vocabulary, Pronunciation, Listening, Reading, Writing, Communication

Figure 2 shows a ranked list of the least used technologies (less than 50 % of respondents) with the degree of frequency of their use and the degree of their usefulness.

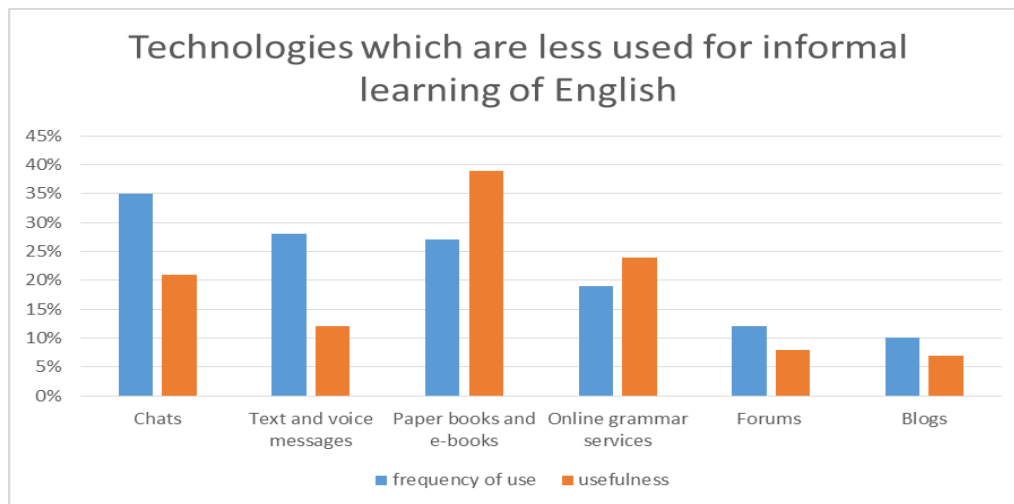


Figure 2. Less used technologies

It is obvious from the ranking of the technologies that applications dedicated directly to learning English (for example, online grammar services) are not popular among students, from which we can conclude that for targeted English language learning preference is given to either traditional resources, such as textbooks, studying with a native speaker, or technologies with an initially different main focus (for example, news sites). The exception is online dictionaries and thesauri.

Second, with the exception of social media and email, communication tools (e.g. chat rooms, forums, text and voice messages) are not widely used in English, nor are they considered particularly useful by learners in learning English. The data from the research demonstrate the insignificant role they play in the informal learning environment of students. However, social networks, according to respondents, play a key role in the development of foreign language communicative competence (see Figure 1, Table 2).

Third, despite the fact that text and voice messages are one of the main means of online communication, survey participants still prefer watching films, TV series, shows and programs for improving listening, pronunciation, speaking, communication. Moreover, text and voice messages were preferred by only 28 % of respondents, which is a rather contradictory phenomenon.

As for watching movies, TV series, shows and programs, one should note their availability on the Internet. Most students regularly watch online. Despite the fact that this technology does not provide great opportunities for speaking, watching videos in English significantly improves listening and pronunciation skills, and therefore is one of the three best technologies for developing pronunciation and communicative competence. Moreover, watching videos provides a rich experience of unobtrusive and enjoyable immersion in the language environment, which is something that learners lack in formal learning environments.

Let us move on from the quantitative report to the qualitative report regarding the data obtained.

71 % of respondents consciously practice their English online. However, their preferences have made it obvious that they consciously practice online activities with the purpose to improve targeted aspects of their English language competence. When asked to name the technologies the students prefer, they mentioned two types of technology: online dictionaries and thesauri and watching movies, shows and TV series in English. Moreover, if online dictionaries and thesauri are used for the purpose of language learning, then films and TV series, first of all, are of an entertaining nature, which proves that we are seeing a positive side effect from the use of this technology, let's say, a pleasant bonus.

Based on the data obtained, we can argue that informal learning is initiated by the student themselves, and not by the teacher, occurs outside the walls of the university and is often a positive side effect, carrying such main goals as entertainment, information search, and communication. Moreover, it can be either intentional (in the case of experienced students) or unintentional.

In the context of formal education, classrooms for learning English are equipped with modern devices with access to the Internet: smart boards, computers, projectors, which certainly contributes to the active introduction of online technologies into the process of English language learning. However, the time devoted to online technologies in the classroom is very limited due to the mandatory use of basic materials recommended by the education program.

It is obvious that students nowadays have easy, relatively cheap and constant access to online technologies without their teacher's assistance. However, we should note that some students still prefer their teacher's guidance and recommendations for use outside of class.

It is also important to note the importance of obtaining information about various technologies for learning English not from the top down (from the teacher to the students), but from the bottom up (from the students to the teacher): this way the teacher can get more information about how students use technologies. According to C. Steel, such feedback and cooperation contribute to building a complete picture of the technological practices of informal learning [22; 875].

Thus, in the course of our research we came to two conclusions.

First, due to the widespread availability and relative cheapness of the Internet, we are currently seeing a trend of shifting the focus of learning using online technologies from teacher-initiated use to student-initiated use. However, despite the fact that absolutely all respondents use online technologies for rest, study and work, their opinions regarding the integration of online technologies into classroom learning vary. While one part of the respondents welcomes the introduction of online technologies into the education process, the second part does not consider them an effective means of improving English language proficiency, preferring the traditional teaching system.

Second, students now, with all the variety of online technologies and their accessibility, have a clear idea of the effectiveness of online technologies in learning a foreign language and accordingly, they actively use them. One of the most effective and popular technologies in informal English language learning are films, TV shows and series, as they can be easily found on the Internet, while language learning in this way provides freedom in choosing the viewing language and is deliberate in nature. This is a significant difference between this technology and correspondence in chats and emails, the main purpose of which is the exchange of information. These technologies are more often used if communication is conducted in English as the language of international communication and is limited due to the lack of a common language of communication.

Conclusion

The use of online technologies in informal English learning is currently possible, regardless of the context and level of language proficiency. Students have become "digital residents living out at least part of their life with and through mobile devices" [23; 24]. And therefore, the teacher needs to take into account this changed reality, and not ignore it.

Moreover, it is necessary, whenever possible, to supplement formal learning with online technologies: for example, ask students to find, select and share digital resources on class topics, post them on their social networks, and discuss them in the comments. Encouraging students to select digital resources can also improve their level of digital literacy: selecting resources based on their relevance and credibility.

The world is changing, and knowledge can now be acquired not only within the walls of formal education institutions, but everywhere, if the student has a gadget with Internet access. This idea goes in unison with the idea of continuous education of the individual, that is, the construction by a person of an individual educational route, taking into account his professional, social, ideological needs throughout their life.

In summary, understanding how learners interact with online technologies opens up the enormous motivating potential of online technologies and helps learners make more informed choices. Thus, online technologies alone are not a guarantee of improving English language proficiency. However, when integrated with correctly chosen methods of formal foreign language teaching, they help speed up the process of language acquisition.

References

- 1 Kanwar, A., Balasubramanian, K., & Carr, A. (2019). Changing the TVET paradigm: new models for lifelong learning. *International Journal of Training Research*, 17 (sup1), 54–68. DOI: 10.1080/14480220.2019.1629722
- 2 Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20 (2), 143–154. DOI: 10.64152/10125/44466
- 3 (2025). President of the Republic of Kazakhstan. President Kassym-Jomart Tokayev's state of the nation address to the people of Kazakhstan: Kazakhstan in the era of artificial intelligence: Current challenges and solutions through digital transformation. *akorda.kz*. Retrieved from <https://www.akorda.kz/en/president-kassym-jomart-tokayevs-state-of-the-nation-address-to-the-people-of-kazakhstan-kazakhstan-in-the-era-of-artificial-intelligence-current-challenges-and-solutions-through-digital-transformation-1083029>

- 4 Sockett, G. (2014). *The online informal learning of English*. City: Palgrave Macmillan.
- 5 Toffoli, D., & Sockett, G. (2015). University teachers' perceptions of online informal learning of English (OILE). *Computer-Assisted Language Learning*, 28 (1), 7–21. DOI: 10.1080/09588221.2013.776970
- 6 Ali Bin-Hady, W.R., & Al-Tamimi, N.O.M. (2021). The use of technology in informal English language learning: Evidence from Yemeni undergraduate students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 17 (2), 107–120. DOI: 10.1108/LTHE-09-2020-0037
- 7 Ratana-Ubol, A., & Soopunyo, W. (2021). Community network development for integrating non-formal education and informal education in schools. *Kasetsart Journal of Social Sciences*, 42 (3), 558–563. DOI: 10.34044/j.kjss.2021.42.3.16
- 8 Stevens, A. (2009). Study on the impact of information and communications technology (ICT) and new media on language learning (Final report No. EACEA 2007/09). *eacea.ec.europa.eu*. Retrieved from http://eacea.ec.europa.eu/LLp/studies/study_impact_ict_new_media_language_learning_en.php
- 9 Steel, C., & Levy, M. (2013). Language students and their technologies: Charting the evolution 2006–2011. *ReCALL*, 25 (3), 306–320. DOI: 10.1017/S0958344013000128
- 10 Inayati, N., Sanjani, M.I., Jayanti, G.G., Gao, X., & Nguyen, H.T.M. (2025). Online informal language learning (OILL): A systematic review of studies (2014–2023). *Innovation in Language Learning and Teaching*, 19 (4), 335–351. DOI: 10.1080/17501229.2024.2355296
- 11 Liu, G.L., Soyoof, A., Lee, J.S., & Zhang, L.J. (2025). Informal digital learning of English in Asian English as a foreign language contexts: A thematic review. *RELC Journal*, 0 (0). DOI: 10.1177/00336882251332309
- 12 Soyoof, A., Reynolds, B.L., Vazquez-Calvo, B., & McLay, K. (2023). Informal digital learning of English (IDLE): A scoping review of what has been done and a look towards what is to come. *Computer Assisted Language Learning*, 36 (4), 608–640. DOI: 10.1080/09588221.2021.1936562
- 13 Liu, G.L., Zhang, Y., & Zhang, R. (2024). Examining the relationships among motivation, informal digital learning of English, and foreign language enjoyment: An explanatory mixed-method study. *ReCALL*, 36 (1), 72–88. DOI: 10.1017/S0958344023000204
- 14 Hubbard, P. (2008). *Computer assisted language learning: Critical concepts in linguistics*. London: Routledge.
- 15 Roy, S., & Gandhimathi, S. (2024). Self-directed learning for optimizing sustainable language learning via mobile assisted language learning: A systematic review. *Frontiers in Education*, 9. DOI: 10.3389/educ.2024.1463721
- 16 Chapelle, C.A., & Sauro, S. (2017). Technology and second language teaching and learning. In *The handbook of technology and second language teaching and learning* (pp. 117–132). Wiley Blackwell.
- 17 Zhang, M. (2024). Enhancing MALL with artificial intelligence: Personalized learning paths in EFL teaching. *Research and Advances in Education*, 3 (8), 49–61. DOI: 10.56397/RAE.2024.08.07
- 18 Liu, G.L., Darvin, R., & Ma, C. (2025). Exploring AI-mediated informal digital learning of English (AI-IDLE): A mixed-method investigation of Chinese EFL learners' AI adoption and experiences. *Computer Assisted Language Learning*, 38 (7), 1632–1660. DOI: 10.1080/09588221.2024.2310288
- 19 Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly*, 36 (3), 453–475. DOI: 10.2307/3588421
- 20 Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13 (1), 79–95. DOI: 10.10125/44169
- 21 Deci, E.L., & Ryan, R.M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11 (4), 227–268. DOI: 10.1207/S15327965PLI1104_01
- 22 Steel, C. (2012). Fitting learning into life: Language students' perspectives on the benefits of using mobile apps. In M. Brown, M. Hartnett, & T. Stewart (Eds.), *Future challenges, sustainable future: Proceedings of the Ascilite Conference* (pp. 875–880). Wellington: Ascilite.
- 23 Jarvis, H. (2014). Digital residents: Practices and perceptions of non-native speakers. *The Asian EFL Journal*, 75, 21–35.

А.Б. Смагулова, Ж.М. Байгожина, М.А. Уайханова, Б.Т. Куанышева

Шектерді жеңу: шет тілін оқытуда информальды технологияның рөлі

Мақалада ағылшын тілін бейресми оқытуда қолданылатын технологиялардың эмпирикалық талдауы берілген. Бейресми оқытуда онлайн технологиялардың болуы дәстүрлі формальды шет тілі білім беру мүмкіндіктерінен әлдеқайда асып түсетін ағылшын тілін мақсатты және еріксіз түрде оқыту тәжірибесінің мүмкіндіктерін экспоненциалды түрде арттырады. Дегенмен цифрлық технологияларды қолдану бойынша зерттеулер жүргізілсе де, тілдік емес мамандықтардағы студенттердің бейресми онлайн оқыту арқылы шет тілі тәжірибесін қамтамасыз етуді қалай бағалайтыны туралы зерттеулер жеткіліксіз. Бұл зерттеу бейресми онлайн-оқыту неғұрлым мұқият тексеруге лайық деп санайды және тілдік емес мамандық студенттерінің ағылшын тілін үйренуге арналған онлайн технологияларды пайдалануын, сондай-ақ олардың онлайн технологиялардың әртүрлілігіне және олардың мүмкіндіктеріне

қатысты қалауларын ашатын эмпирикалық зерттеуді қамтамасыз етеді. Ағылшын тілін бейресми оқыту үшін онлайн технологиялардың пайдалылығына қатысты эмпирикалық зерттеуге қатысушылардың пікірлері талданды және олардың формальды оқыту жағдайында онлайн технологияларды пайдалануға қатысты пікірлерімен салыстырылды. Эмпирикалық зерттеу нәтижелері студенттердің бейресми оқыту жағдайында уақытпен тексерілген онлайн оқыту құралдарына нақты басымдық беретінін көрсетеді. Бұл фильмдер, YouTube бейнелері, онлайн сөздіктер мен тезаурустар және электрондық пошта. Біздің зерттеуіміздің нәтижелері де бейресми оқытуда онлайн технологияларды қолдануға қатысты студенттердің әртүрлі пікірлерін білдіреді.

Кілт сөздер: ағылшын тілін оқыту, онлайн технологиялар, коммуникация, Интернет, формальды оқыту, бейформальды оқыту, өмір бойы оқу, цифрландыру.

А.Б. Смагулова, Ж.М. Байгожина, М.А. Уайханова, Б.Т. Куанышева

Преодоление границ: роль технологий в неформальном обучении иностранному языку

В статье представлен эмпирический анализ технологий, которые используются в неформальном обучении английскому языку. Наличие онлайн-технологий в неформальном обучении экспоненциально увеличивает возможности для целенаправленной и спонтанной практики изучения английского языка, значительно превышая возможности, предоставляемые традиционным формальным обучением иностранным языкам. Однако, несмотря на наличие исследований по использованию цифровых технологий, существует недостаточно исследований о том, как студенты неязыковых специальностей оценивают предоставление практики иностранного языка посредством неформального онлайн-обучения. В этом исследовании утверждается, что неформальное онлайн-обучение заслуживает более тщательного изучения и представляет собой эмпирическое исследование, которое раскрывает использование онлайн-технологий для изучения английского языка студентами неязыковых специальностей, а также их предпочтения относительно разнообразия онлайн-технологий и их возможностей. Мнения участников эмпирического исследования относительно полезности онлайн-технологий для неформального обучения английскому языку анализируются и сравниваются с их мнениями относительно использования онлайн-технологий в формальной обстановке обучения. Результаты эмпирического исследования показывают, что студенты отдают явное предпочтение проверенным временем инструментам онлайн-обучения в неформальной обстановке обучения. Это фильмы, видео на YouTube, онлайн-словари и тезаурусы, электронная почта. Результаты нашего исследования также представляют различные мнения студентов об использовании онлайн-технологий в рамках неформального обучения.

Ключевые слова: преподавание английского языка, онлайн-технологии, коммуникация, Интернет, формальное обучение, неформальное обучение, обучение в течение всей жизни, цифровизация.

Information about the authors

Smagulova A.B. (contact person) — PhD, Associate Professor, Higher School of Humanities, Pavlodar Pedagogical University named after A. Margulan, Pavlodar, Kazakhstan; e-mail: mekezhanova_a_b@ppu.edu.kz, ORCID: <https://orcid.org/0009-0003-7812-7327>

Baigozhina Zh.M. — Candidate of Pedagogical Sciences, Professor, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan; e-mail: bzhm70@mail.ru, ORCID: <https://orcid.org/0000-0001-8832-2087>

Uaikhanova M.A. — PhD, Associate Professor, Department of Trilingualism, Toraihyrov University, Pavlodar, Kazakhstan; e-mail: mira.p2011@mail.ru, ORCID: <https://orcid.org/0000-0002-6912-4824>

Kuanysheva B.T. — PhD, Associate Professor, Toraihyrov University, Pavlodar, Kazakhstan; e-mail: danaslyamova@mail.ru, ORCID: <https://orcid.org/0000-0002-8771-9370>