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Multimodal approach: impact of using video clips on different modes of learners in English class

Abstract. *This article is devoted to using audiovisual resources in English as a foreign language teaching learners (6-7th graders) in Kazakhstan. The study was based on achieving the following goals: assess the teachers' intention to meet the requirements of students supplying audiovisual materials; using a questionnaire and an observation conducted by a researcher, the data was collected, organized, and analyzed using nonparametric statistical methods such as percentages. The present study experimentally investigated the impact of multimodal input on learners' viewing as the main element of differentiation. Learners of 6-7th grade (N=118) participated in the online questionnaire and made a univariate analysis to determine the reality of multimodal preferences. Pearson's correlational analysis revealed the attitude of English foreign language teachers in Kazakhstan towards an adaptive teaching system. Participants (N=31) engaged in correlational research to see links between multimodal input and various modes. The second direction of the study was maintained by content analysis. This method assumed the notion of designing EFL teaching through digitalization, the difference between learning style and learning preference, multimedia use benefits, and drawbacks.*

Keywords: *video, multimodality, audiovisual method, 6-7th grade, EFL, adaptive teaching system, effective method.*

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Introduction

English is becoming a global language day to day in the multilingual world. Moreover, Kazakhstan directed its educational system to multilingualism to prepare a highly qualified multifunctional creative, positive thinking person and established the trilingual policy. According to the state standard of education, the trilingual policy tends to teach languages using differentiated methods. Various studies have been conducted into the use of multimodal methods in the language learning process. These studies have consistently shown that audiovisual

learning materials have the most significant impact on students' learning motivation and outcomes [1]. The actual choice of teaching foreign language methods is based not only on the level of learning of the material but also on the learning styles, age of students, gender, learning environment, and availability of resources. The designer of the VARK questionnaire has found that every student may have multiple learning preferences, or one selection has more impact in mastering knowledge of any type and science or any databases [2]. An encountered method during the literature review in the area of multimodal teaching was the audiovisual

method. The research works of foreign scientists have shown that audiovisual methods in teaching English covered all the requirements of the student's learning style and gave reliable results using video-based teaching. The findings by Ode showed that the use of audiovisual tools significantly affects teaching and learning in that they promote better understanding [3]. Thus create an emotional balance that gives scope for personal development. They expand the experience of directing films, thereby helping students exchange experiences with people from other cultures, preparing them to individualize possible learning through programmed learning. Although in pedagogy, the use of multimedia in the teaching and learning of English seemed like a matter of luxury, the demand for and need for multimodal teaching tools is well known to both the educators and the government. This study focused on the use of multimedia in teaching and learning language skills and how to help less-motivated students improve their English skills through video databases. In addition, the study also aims to analyze the difference between a traditional classroom devoid of multimedia facilities and multimedia classes with multimedia practices at the basic general education level, explaining how multimedia classes support students with opportunities to interact with a variety of texts that give them a deeper understanding of the subject. In addition, this paper sets out to address this research gap. We investigated the impact of audiovisual method implementation on the learning language issues among 6-7th grade students. The article hypothesized that using video-based tasks would increase learning motivation and fit all multimodal preferences. This paper first discusses several examples of survey-based research into EFL teachers' multimedia use, VARK analysis of students, then investigates the main issues of using multimedia from teachers' perspectives through statistical analysis.

Methodology

In this research paper, we have used the methods of analyzing the scientific literature to

identify and clarify the definition of «multimodal learning preference.» We also interpreted examples of sources of various authors of local and foreign pedagogy in rethinking teaching English. Materials that allowed us to draw a conclusion about the relevance of different audiovisual materials according to the English teaching program among 6-7th grade students in the rural area of Kazakhstan and to identify the main factors in using audiovisual materials to teach EFL for 6-7th grade students. We have found that audiovisual techniques have several important factors and functions, seeking any information about multimodal teaching and its main characteristics.

Nevertheless, among the students of grades 6-7 in rural areas of Kazakhstan, such a problematic study was not investigated to find the relevance of integrating video materials as multimodal teaching. Turning to this issue, we have chosen sample students of 6-7th grades. They fulfilled the questionnaire from the website www.vark-learn.com for young learners. Results were integrated into univariate analysis to identify the percentage of learning preferences as one of the main factors. Further, we got statistical analysis from English foreign language teachers' perspectives.

Identified relations between multimodal input and multimodal preference, adapted teaching system, and multimodal input else. All results of the quantitative and qualitative analysis were included to examine the actuality of the research.

Literature review

Designing EFL teaching through digitalization

Advanced English teachers with a new research plan is a key to multilingual proficiency [4]. One question for novice language teachers appears as «how to teach English or be an advanced English teacher? » The model of language teacher has cognitive, social, emotional, ideological, historical identities in the technological and social part of knowledge [5]. Therefore, English language teachers should respond to all requirements of learners from technical and psychological sides.

Language is the unique form of thinking, remembering data which some part of speakers

within educators show their cognitive education by written or spoken means. Widely thinking teachers can inform foreign language learners with helpful news and facts and teach them to be multifunctional. So socially identical teacher has to direct his lesson scheme to government concepts and historical events to bring up young educated politicians with the exemplary embodiments. Not forgetting national customs and values in the teaching process is the best personality of foreign language teachers. What about technical support of English foreign language teachers to students? Technology is changing rapidly without any interception. We live in the digital age where even children come to this world with digital awareness.

Is there a link between technology and pedagogy? It is the main issue of educators. Open access to internet is an opportunity to get more information for teachers and students also. However, more information is the risk of fallacy in the pedagogical process. Since Beetham mentioned that pedagogy is not the process of leading to the school, pedagogy in the new digital era is guiding to adulthood, making ready professional people with more perspectives [6]. Kazakhstan's government also raises people's position to the first place and takes care of educational system fitting on innovational demands. The educational program of the updated curriculum is one step of problem-solving decisions by our government.

Nevertheless, there are more differences between actual practical teaching and program. Such a scene has been shown not only in our country. Some developing countries have the same problems. Since 2006 coined the phrase «design for learning» to join learning structure with learning situations [7]. Learning design is based on three perspectives such as associative, cognitive, and situative. According to Beatem et al. situative perspective is related to motivation of learners, associative is related to the described work in detail also cognitive perspective is based on action and reflection [6,p.30-31]. The Internet is spreading globally for teachers and students. The theory of teaching emphasizes the importance of this matter. Still, it does not give us a clear

idea of how to use it effectively in the context of a mature educational infrastructure. Building the context of a full-fledged model of education, theory and practice must be in harmony. For the adapting learning design, necessarily learners have to participate in this study. If only there are effective designs and quantity of resources supporting students' demands, we will gain an adapted educational system.

Learning style or learning preference?

Cognitive education consists of several ideas about learning styles. For Pashler et al. system does not have any methods concerning learning techniques [8]. Nevertheless, we agree with the concept of this work [9] which presents the productive structure of knowledge includes multimodality at all. He defined multimodality as reading the image using several modes (spoken language, gesture, written language, picture, or videos).

More medium is better than one: using video.

Multimedia refers to a combination of two or more media. The point is that multimedia is the unity of the press and the intellectual coordination of the media, not just a combination of different media to display information and increase people's level of understanding and memorization of information. Multimedia has many characteristics, including diversity, integration, and interaction [10]. Among them, interaction is the most important one for teaching English effectively. Through multimedia material, we use audio and video techniques together with pictures. Thus, it helps us to respond to aural and visual requirements from the learner's perspective.

People can learn more deeply when they get an explanation in words and pictures, not just in words. This statement is fundamental to the case of multimedia learning, so it is helpful to check whether it has any empirical support [11]. When learning through multimedia, the brain must simultaneously encode two different types of information: visual and audio [12]. It can be assumed that these competing sources of information will seek to overwhelm or «load» the learner's motivation. However, psychological research has shown that verbal communication

is better remembered when accompanied by a visual picture. Multimedia impacts on learning process effectively if students do better on transfer tests when they get an explanation in words and pictures, not just in words. It causes using video-based tasks in EFL classes. Teaching through multimedia concerns with verbal language. According Mayer to, verbal language is perhaps the single greatest educational technology of our species, that is, our most helpful tool for improving human learning and cognition [13]. Its evolution into electronic form represents a relatively new twist in the use of words for learning, so this article focuses on electronic learning messages that include both words and pictures. In dual coding theory, Clark & Paivio suggested using visual methods concerned with dual coding theory [14]. Dual coding theory educational applications require more systematic research on the effects of double-coding variables at different age levels. There is particularly a lack of evidence for the importance of the richness of early nonverbal experience for the development of language and cognition in general. Systematic observations and experiments should provide information about the number and variety of objects and events that the child interacts with and correlate them with cognitive skills that presumably reflect growth in the «family of images» (i.e., the impact of early nonverbal experiences on the child's cognitive development). The development of vocabulary and other language skills can be similar to studying more systematically than before. Direct proof that images and double encoding mediate effects at this early language stage would require adapting tasks such as selecting the particular object from an array (analogous to image dictionary tests) or finding a suitable missing thing. One could also investigate how early children begin to show evidence of a more complex cooperative interaction of verbal and nonverbal systems, as in the visualization-verbalization effects already demonstrated in school-age children. According to some scientists, signaling visual search impacts relevance and improved learning performance. It is important to engage prompts such as color-coding, labeling, and verbal references in multimedia

learning environments [15]. Integrating color scenes and original video soundtracks increase interest on the one hand, and on the other hand, gives a signal quickly to the brain and gives a cognitive concept. Since it is defined, innovative educational technologies provide education institutions with valuable opportunities to create an expanded, interactive, more inclusive, and engaging learning environment [1,p.1]. The key motivation for the inclusion of educational technologies in the curriculum is undoubtedly the desire to increase students' involvement and learning ability. To help this, the growing use of multimedia in teaching has provided many opportunities for presenting different types of content (text, video, audio, images, interactive elements) to fit better the different learning styles of an increasingly diverse student body.

Teaching through audio recordings and video clips is an effective way of multimodal teaching. This issue was revealed in local Kazakh scientists' research: applying visual and aural means is essential for developing communicative skills in foreign language learning [16]. Researchers discuss several techniques of integrating video and audio aids in teaching language, video and audio-lingual methods of teaching language, and a process that may engage educators in multilateral teaching EFL. Guan et al. pointed out three special advantages of the multimedia-assisted English class: students' possibility of understanding knowledge quickly, a large volume of information for students in a limited time, and stimulating students' interest in learning [10,p.1-2].

Benefits and drawbacks of multimedia

Some scholars mentioned the advantages and disadvantages of multimedia teaching. For instance, advantages by Liu & Long [17]:

- English language teaching by actively and intuitively
- Displays content that makes students actively interact in conversation.
- To convey relative concrete content that helps students gain perceptual understanding from such vivid and extensive information,
- generating a distinct image and inspiring their thinking

- To deepen their understanding of the learning content in a short time.

Disadvantages by [17,p.6-7]

- Teachers ' lack of theoretical guidance.
- Wasting a lot of time on the training manual

- Multimedia training education based on the degree of effectiveness of the training.

• Suggestion: multimedia learning is modern learning in a one-sided manner, which leads to low learning efficiency, which constrains their positivity and adversely affects learning.

- The harm of electronic technology to students ' eyes from healthy perception,

- Excessive music supplements videos and other cartoons whose content is not available

- Not update the teaching under their requirements.

The usage of more than one medium is better. Using different correct means and methods can not only improve students ' interests but also enrich the subjects. The experiment has approved this statement of some scientists [18]. Their research showed that reading while listening is more effective than reading only.

Results

Aims of this survey research:

- To set system of adaptive teaching English through video clips
- Test the relationships between multimodality and adaptive teaching

Research objectives:

- analyze theoretical databases from scientific websites (Scopus and google scholar) about this field
- identify the frequency of their encountered interests of 6th graders (mainly

chosen group for experiment, students of N.Nysanbayuly secondary school)and subdivide to categories by learners' interests

- to do a survey among experts and do statistical analyzes

Hypothesis:

- H1 All students might have more learning preference

- H2 application of audiovisual methods is in strong relation with multimodality

Univariate analysis

This paragraph is based on the theory of Fleming [2,p.1] VARK (visual, aural, read/write & kinesthetic) theory. He clearly explained that it is not a learning style; it is a preference of learning to note in teaching or learning something. He did not say that someone who strongly preferred could not catch any information from another type of mode. However, data might be several modes.

He mentioned some mistakes: e.g., skill and preference could not be the same. For example, the student who likes drawing could dislike learning with this model. Interesting information: Picture for kinesthetic, graphs charts, and maps for reading/write learners.

He advised using this questionnaire in learning, not teaching. Because this theory has been built from student's perspectives, that is why; we did survey research with students of the 6-7th grade of Kazakhstan.

The research question: to identify the level of multimodality of 6-7th grade students in Kazakhstan

The research aim: to find out the percentage of each modality & differentiate learners by having the strongest one or more preferences

Hypothesis: H₀= every respondent has more preference than one

Table 1: Frequency of belonging modes

Learners with	Frequency	Percent	Valid Percent	Cumulative Percent
One mode	56	47,9	47,9	47,9
Two modes	21	17,9	17,9	65,8
Three modes	19	16,2	16,2	82,1
Four modes	21	17,9	17,9	100,0
Total	117	100,0	100,0	

Table 2: Multimodality

Types of modes	Frequency	Percent	Valid Percent	Cumulative Percent
multimodal (AR)	6	5,1	5,1	5,1
mild aural	34	29,1	29,1	34,2
strong aural	13	11,1	11,1	45,3
multimodal (VARK)	21	17,9	17,9	63,2
very strong kinesthetic	2	1,7	1,7	65,0
mild kinesthetic	5	4,3	4,3	69,2
multimodal(VAR)	6	5,1	5,1	74,4
multimodal(AK)	10	8,5	8,5	82,9
multimodal(ARK)	12	10,3	10,3	93,2
multimodal (VK)	4	3,4	3,4	96,6
very strong aural	3	2,6	2,6	99,1
multimodal(RK)	1	,9	,9	100,0
Total	117	100,0	100,0	

The sample included 117 students aged 11 to 14 years. More than half of the participants were girls (68%), and all participants were students of the 6th-7th grade of Secondary School in Kazakhstan. Ethical approval was obtained from the school board before enrollment began. Participants were recruited from a typical sample.

Students lead to answer the VARK questionnaire, then scores and results were exchanged to an excel document. The survey result showed that the number of students with one preference is fifty-six; the number of students with two preferences is twenty-one; the number of students with three preferences is nineteen;

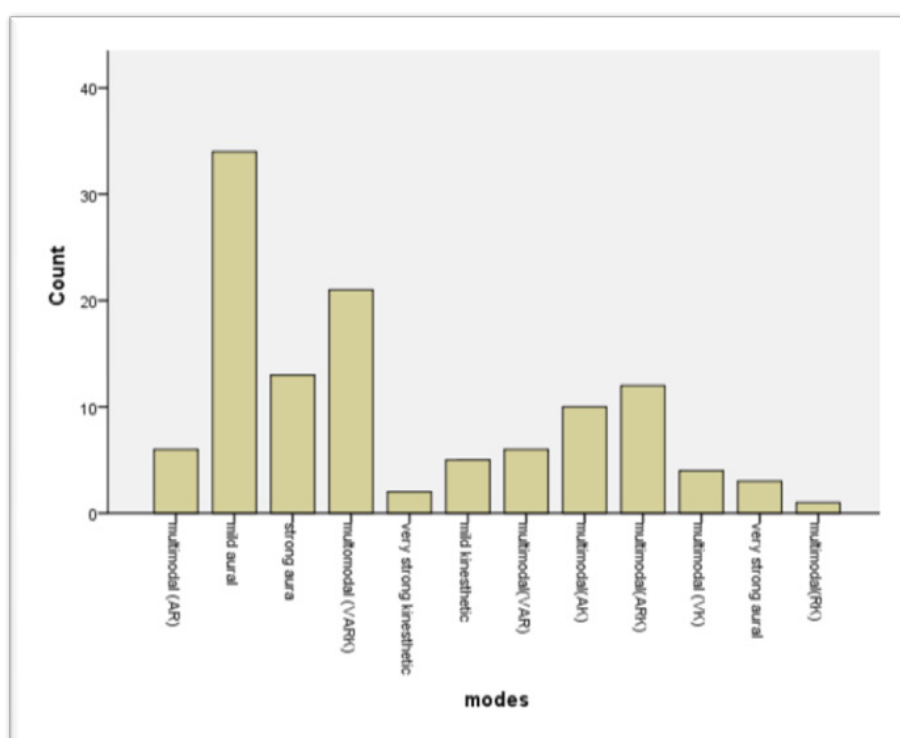
**Figure 1:** Diagram of multimodality

Table 3: Strong modes

	Frequency	Percent	Valid Percent	Cumulative Percent
Multimodal	61	52,1	52,1	52,1
Aural	47	40,2	40,2	92,3
Kinesthetic	6	5,1	5,1	97,4
read/write	3	2,6	2,6	100,0
Total	117	100,0	100,0	

students with four preferences is twenty-one (table 1);

Results of percentage: survey defined 12 modes according to their answers: multimodal (AR), mild aural, strong aural, multimodal (VARK), very strong kinesthetic, mild kinesthetic, multimodal (VAR), multimodal (AK), multimodal (ARK), multimodal (VK), powerful aural, multimodal (RK). (Table 2) It showed that there might be one-mode learners, also multi-mode learners. Most of them were mild aural. Less of them were multimodal (RK) (figure 1). Students who has strongest mode were 40,2% aural, 5,1% kinesthetic and 2,6 % read/write. Multimodal learners showed 52,1 % (Table 3)

Statistical analysis

A more systematic and theoretical analysis is required for the statistical survey among EFL teachers of Kazakhstan. We wanted to find out

if there was a relationship between adapted teaching systems and multimodal teaching & a correlation between learning style and multimodal teaching. Still, we did not expect to find a causal relationship between them.

We hypothesized that creating an adapted teaching system impacts multimedia use positively. We were also having variable preferences of learning impacts on multimodal teaching positively.

Participants: The sample included 31 EFL teachers of Kazakhstan. 61,3 % of the participants were bachelor-teachers (61%), 38,7 % of them were master-teachers. 29,0% pedagogues, 29,0 % moderators, 25,8% pedagogue-experts, 16,1% pedagogue-researchers participated to the survey research. 12,9 % of them had more experience than 15 years, and 38,7 % of participants were less experienced teachers with 3-7 years-practice.

Factor analysis

Table 4: Result of KMO and Bartlett's test

Adapted system: Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,780	
Bartlett's Test of Sphericity	Approx. Chi-Square	99,519
	df	6
	Sig.	,000
Learning styles: Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,704	
Bartlett's Test of Sphericity	Approx. Chi-Square	39,296
	df	3
	Sig.	,000
Audiovisual learning: Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,842	
Bartlett's Test of Sphericity	Approx. Chi-Square	256,844
	Df	36
	Sig.	,000

Table 5: Total variance explained

Variables	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
Adapted system1	3,327	83,185	83,185	3,327	83,185
Adapted system 2	,345	8,614	91,799		
Adapted system 3	,214	,345	97,144		
Learning styles 1	2,315	77,175	77,175	2,315	77,175
Learning styles 2	,443	14,778	91,952		
Learning styles 3	,241	8,048	100,00		
Audiovisual learning 1	6,310	70,109	70,109	6,310	70,109
Audiovisual learning 2	,949	10,542	80,651		
Audiovisual learning 3	,472	5,243	85,893		
Audiovisual learning 4	,467	5,186	91,080		
Audiovisual learning 5	,303	3,365	94,445		
Audiovisual learning 6	,217	2,408	96,853		
Audiovisual learning 7	,134	1,485	98,338		
Audiovisual learning 8	,104	1,159	99,497		
Audiovisual learning 9	,045	,503	100,00		

Survey was constructed by Likert-scale. We put three questions: notion about adapted learning system, multimodal learning preference of EFL learners & audiovisual methods in the language teaching process. Purposing to identify full experience from several types of schools, we have taken the survey from small-complex school(3),

compulsory school(17), school-gymnasium(5), lyceum(2), international school(4) teachers

Kaiser-Meyer-Olkin Measure of Sampling Adequacy – This measure varies between 0 and 1, and values closer to 1 are better. A value of .6 is a suggested minimum. Adapted system's Kaiser-Meter-Olkin value equals 0,780. As for

Table 6

Results of correlational analysis				
		adapted1	style1	AV1
adapted1	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	31		
style1	Pearson Correlation	,365*		
	Sig. (2-tailed)	,043		
	N	31		
AV1	Pearson Correlation	,554**	,589**	1
	Sig. (2-tailed)	,001	,000	
	N	31	31	31
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

learning styles: it has shown 0,704. In addition, the audiovisual learning KMO value equals 0,842. In our case, all values show above the 0,6. It means that sufficient value of KMO criterion gives opportunity to do factor analysis through the databases.

Bartlett's Test of Sphericity: Statistics of Chi-Square showed these results: 99,519(for the adapted system), 39,296(for learning styles), 256,844 (for audiovisual learning). Their significance equals 0.00 (table 4). Analyzing factors, we found only three factors from three questions by one variable above the 1, 00. The first variable is adapted system1. Its' value is 3,327. Its Variance shows 83,185%. Learning style one as the second variable equals 2,315, and its' Variance is 77,175%. Third variable audiovisual

learning 1's value is 6,310 and variance equals 70,109% (table 5).

There is a given correlation between adapted systems, learning styles, and audiovisual learning. Analyzing Pearson correlation, we identified two correlations: between variables of the adapted system and audiovisual education. Its' correlation equals 0.554. According to the scale of Dancey and Reidy, 0,5-0,6 are moderate and positive correlation. Variables between learning styles and audiovisual learning also showed a moderate positive correlation of 0.589. Significances of these variables offered 0, 000. On the statistical side, confidence is to a higher degree (table 6).

Correlational coefficient between adapted system and learning styles $R=0,365$.

Analysis for regression

Table 7

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	,365a	,134	,104	1,23950
a. Predictors: (Constant), style1				

Table 8

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6,865	1	6,865	4,468	,043b
	Residual	44,555	29	1,536		
	Total	51,419	30			
a. Dependent Variable: adapted1						
b. Predictors: (Constant), style1						

Table 9

Coefficients						
Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,491	,850		1,753	,090
	style1	,464	,219	,365	2,114	,043
a. Dependent Variable: adapted1						

Table 10 Adaptive system and audiovisual learning

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,554a	,306	,282	1,10899
a. Predictors: (Constant), AV1				

Table 11

Result of ANOVA ^a test						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	15,753	1	15,753	12,809	,001b
	Residual	35,666	29	1,230		
	Total	51,419	30			
a. Dependent Variable: adapted1						
b. Predictors: (Constant), AV1						

Table 12

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,064	,636		1,673	,105
	AV1	,583	,163	,554	3,579	,001
a. Dependent Variable: adapted1						

Here is a weak positive correlation. R squared is 0,134, it means that our model doesn't explain much variation of the data (table 7).

Results of the Anova test indicate the coefficient of variables is not confident.(table 8)

Constant variable equals 1,491 and dependent variable's value is 0,464. Standard error is 0,850 for adaptive system, 0,219 for learning styles. As for the T-test, an adaptive system's value is 1,753, and 2,114 is for learning styles. Significance of adaptive system is 0,090. It is above the 0,05. It is not confident. Nevertheless, significance of learning styles is 0,043. It shows this variable is confident.

Following the result, we build this model: $Y=1,491+0,464x+e$ (table 9)

Correlational coefficient between adapted system and audiovisual learning $R=0,554$. Here is positive weak correlation. If R-squared value 0.3

$< r < 0.5$ this value is generally considered a weak or low effect size. In this case, $R^2=0,306$ it means low effect size (Table 10)

Result of Anova test indicates coefficient of variables is confident.(table 11)

The constant variable's coefficient is 1,064. It is the value of the dependent variable in the case when the independent variable equals 0. Independent variable coefficient means that if the dependent variable increases to 1.00 value of the independent variable increase to 0,583.

Model of this regression is $Y=1,064+0,583X+e$ (table 12).

Discussion

The primary indicators of results were the learning preference of students in grades 6-7th. A variation of the teaching style refers to the

use of multimedia teaching methods, while video materials to science influence scientists and the results of scientific research. Secondary indicators of results were teachers' multimedia consumption.

The study demonstrates a correlation between the multimodal preference and multimodal input. There was one unexpected result during the research: the relation between multimodal preference and multimodal input was in weak correlation. Interesting fact, that study was taken among the teachers. Now when scholars of the world pedagogy arena discuss the benefits of using multimedia. Nevertheless, the survey showed that local teachers do not have any awareness of multimedia use opportunities. Although, there are some limitations appeared. There is a lack of case studies about using multimedia from teachers' perspectives. There might be a deficiency of multimedia cabinets or any devices to support students with video materials. In addition, elder teachers do not have any information or guidance about this method's drawbacks & benefits. We are supposed to study further identifying the main problems of implementation video by EFL teachers' overview. As for learners' results of research directed to use audiovisual aids to scaffolding their individual preferences. In the research, we found out that most learners are aural; most of them are multimodal, contributing to visual mode. Therefore, for kinesthetic learners, video means are significant. On the other hand, read/write learners get knowledge from reading images or databases effectively.

Conclusion

Rethinking the design of teaching is one of the main problems for teachers and practitioners.

Every-year-changeablereformsfortheeducational system indicated to use differentiation method to answer the responses of learners. However, the limit of lesson time restricts us from free usage of all language skills in English class. Using video clips, the audiovisual method is the adaptive way to investigate this issue from foreign researchers' experiences, considering English (as a foreign language) learners' interests. It showed that to make an adaptive sphere for learners, teachers should remind their multimodal preferences. To examine the theory, they got a survey about their preferences. According to findings, every learner wanted to learn differently. In this way, the multimodal approach is the right decision to adopt English as a foreign language teaching system. This project studies both sides: teachers' perspectives and learners' perspectives. From the results of experts' survey about using video clips as the audiovisual method considering multimodal preferences: the system of English teaching needs adapting lesson structure following learners' interests. In the theoretical part, we have approved that a multimodal approach through audiovisual methods is suitable for all students with different learning styles on the semantic side and makes it possible to save time. It also motivates silent/less-motivated learners or manages the attention of hyperactive learners.

The multimodal teaching method is a universal assistant of EFL teachers that focuses everyone on one mode performing different listening, viewing, and reading tasks. We recommend using video techniques in the English foreign language teaching process.

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Көп бейінді бағдар: ағылшын тілі сабағында бейне жазбаларды қолданудың оқушылардың бейіндік ерекшеліктеріне әсері

Аңдатпа. Бұл мақала Қазақстандағы орта мектеп оқушыларын (6-7 сыныптар) аудиовизуалды ресурстар арқылы ағылшын тілін оқытуға бағытталған. Зерттеу жұмысы келесі мақсаттарға қол жеткізуге негізделген: оқытушылардың білім алушылар тарапынан аудиовизуалды материалдарды игеруге деген талаптарын қанағаттандыру ниетін бағалау. Зерттеуші жүргізген сауалнама мен талдау арқылы мәліметтер пайыздық есептелініп, параметрлік емес статистикалық әдістерді қолдана отырып жиналды, жүйеленді және талданды. Бұл зерттеуде саралаудың негізгі элементі ретінде оқушылардың қабылдау бағытына мультимодальдық тәсілді енгізудің әсері эксперименталды түрде зерттелді. 6-7 сынып оқушылары (N=118) онлайн-сауалнамаға қатысып, мультимодальды бейіннің шынайылығын анықтау үшін бір өлшемді талдау жүргізді. Пирсонның корреляциялық талдауы Қазақстандағы ағылшын тілі оқытушыларының ықшамды оқыту жүйесіне қатынасын анықтады. Қатысушылар (N=31) көп бейінділікті енгізу мен әртүрлі режимдер арасындағы байланысты көру үшін корреляциялық зерттеуге қатысты. Зерттеудің екінші бағыты мазмұнды талдау арқылы анықталды. Бұл әдіс арқылы цифрландыру арқылы ағылшын тілін шет тілі ретінде оқытуды жобалау тұжырымдамасын, оқыту стилі мен оқу бейінінің арасындағы айырмашылықтың, мультимедиялық қолданудың артықшылықтары мен кемшіліктерін анықтауға болады.

Түйін сөздер: бейне, мультимодальдық, аудиовизуалды әдіс, 6-7-сынып, ағылшын тілі, бейімделген оқыту жүйесі, тиімді әдіс.

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Мультимодальный подход: влияние видеоресурсов на различные режимы обучения английскому языку с точки зрения учеников

Аннотация. Данная статья посвящена использованию аудиовизуальных ресурсов на уроках английского языка в рамках обучения учащихся 6-7 классов в Казахстане. Исследование было основано на достижении следующих целей: оценка намерения преподавателей удовлетворить требования студентов к

поставке аудиовизуальных материалов; сбор данных с помощью анкетирования и наблюдения, проведенных исследователем; сбор, систематизация и анализ данных с использованием непараметрических статистических методов, таких как проценты. В настоящем исследовании экспериментально исследовано влияние мультимодального ввода на направленность восприятия обучающихся как основного элемента дифференциации. Учащиеся 6-7 классов (N=118) приняли участие в онлайн-анкетировании, проведен одномерный анализ с целью выявления реальности мультимодальных предпочтений. Корреляционный анализ Пирсона выявил отношение казахстанских преподавателей английского языка к адаптивной системе обучения. Участники (N=31) корреляционного исследования имели возможность увидеть связи между мультимодальным вводом и различными режимами. Второе направление исследования было выявлено контент-анализом. С помощью данного метода можно было выявить концепцию проектирования обучения английскому языку как иностранному через цифровизацию, разницу между стилем обучения и предпочтениями обучения, преимущества и недостатки использования мультимедиа.

Ключевые слова: видео, мультимодальность, аудиовизуальный метод, 6-7 классы, английский язык, адаптивная система обучения, эффективный метод.

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