Developing Kazakh language speaking skills in primary schools with zoom: Teachers' opinions

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Abstract

This study aims to evaluate the opinions of teachers on how students gain Kazakh speaking skills with zoom in primary schools. In the 2020-2021 academic year, 24 teachers who gave training in the distance education process in various primary schools in Kazakhstan participated in the research. A semi-structured interview form was created by the researchers to collect the data. As a result of the research, the environment in which the student is located, the advantages of self-confidence and time saving for the student, the advantages of the teacher for saving time and reinforcing the technology-based teaching, the advantages for the parents to follow the student's participation in the course and contributing to their motivation, the opportunity to watch the student's repetition and benefit from different learning environments are the advantages of the system. they have defined. The high level of stress and anxiety and negative thoughts of the parents and the problems arising from the computer, internet, image, and sound quality were also defined as disadvantages.

Keywords; Kazakh language; speaking skills; teacher opinions; zoom applications.

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1. Introduction

The developments in science and technology have also enabled the development of educational technologies, and the need to increase efficiency in education with the change in the structure and functions of the elements in the educational processes has laid the groundwork for the emergence of a new discipline in education. The name of the new discipline, which was put forward to eliminate inequalities of opportunity in learning environments, make lifelong learning applicable, providing self-learning, realizing individual and social goals, is distance education (Kaya et al., 2004).

Language education and teaching is an important process that cannot be done haphazardly. It is known that there are some features that this process should have. When we look at the features that education programs should have before language education; a. One of the objectives to be created in scientific fields; b. Determining the necessary content to achieve the objectives, c. The education and training process necessary to achieve the objectives, d. It consists of evaluating whether the objectives have been achieved or not (Tay, 2005).

1.1. Theoretical and conceptual framework

Since the beginning of the 2000s, the internet has started to take place more in daily life, and besides face-to-face language teaching, internet-based blended language teaching, and distance language teaching applications that are carried out completely online have emerged. Today, it draws attention to the abundance of concepts such as distance, online, open, flexible, blended, flipped, and Moocs for the use of digital technologies in education, and it is possible to say that the term 'e-learning' covers all these concepts that integrate digital technologies into the learning process. In this sense, online learning, which is within the scope of e-learning, is a learning method in which the student uses the internet to access learning materials, interact with the teacher and other students, and thus receive support throughout the learning process to obtain information, create individual meaning and keep up with the learning experience (Hartnett, 2016). Since the middle of the 20th century, intensive developments in technology have also reflected in the field of language teaching and shaped language teaching approaches and methods (Otto, 2017).

Several factors shape the online language learning environment and ultimately lead to student success or student absenteeism. The fact that the learning environment is motivating and reduces language anxiety, has a positive effect on attitudes towards language learning, provides materials that facilitate learning, and provides student-student, student-teacher and student-learning material interaction affect language learning positively. In addition, it is understood that the main factors such as developing the four basic language learning skills (listening, speaking, reading, writing), being suitable for the use of various learning strategies, and encouraging student autonomy affects foreign language learning positively (Cacheiro-Gonzalez et al., 2019).

In the acquisition and development of speaking skills, the content of the subject to be covered, the levels of the students, the suitability of the classroom environment, etc. It is necessary to use the most appropriate methods and techniques by looking at the features (Göçer, 2015). However, in the current period, it is possible to say that the materials, technical infrastructure, and methods used in distance education carried out under the conditions of the Covid-19 pandemic have completely differentiated to improve speaking skills. Based on this, research on the effectiveness of teaching language skills in primary schools within the scope of distance education is important.

1.2. Related research

Torky (2006), in his study, revealed that better speaking skill training should be given to students studying at the second level because speaking skill is a skill that is often overlooked.

Dewi, Kultsum, and Armadi (2016) aimed to examine the effect of communicative games on the speaking skills of secondary school students in their study. As a result of the research, it was stated that communicative games have a positive effect on the development of speaking skills, make the educational environment fun, and reduce the stress and distress of the learning process.

Tanrıkulu (2021) evaluated the problems faced by teachers in the use of digital media and content in the distance education process. As a result of the research, it has been seen that teachers experience problems such as connection and infrastructure-based access, the inadequacy of digital media and content, communication and interaction, motivation, giving and receiving feedback, insufficient class hours, the problem of using online environment and content, problems arising from online environment and content.

In their study, Ghanizadeh, Razavi, and Jahedizadeh (2015) examine articles on language learning developed with technology infrastructure published between 2004 and 2014. When the studies were analyzed, the researchers suggested that the use of technology positively affects the development of speaking, writing, reading, and listening skills in the language.

Arslan (2010), in his study in which the opinions of classroom teachers about speaking education and speaking activities were evaluated, stated that the activities are also of great importance in learning speaking, which is one of the most used language skills. The teachers participating in the research think that the achievements and objectives are clearly understood, but there is a problem in practice.

Buyukikiz and Hasırcı (2013) also underlined that mother tongue trainers have important duties in acquiring and developing speaking skills. In this context, it is of great importance to evaluate the teaching of Kazakh language speaking skills to primary school students through zoom within the scope of online education in terms of teacher views.

1.3. Purpose of the research

The purpose of this research is to evaluate the opinions of teachers on how students gain Kazakh speaking skills with zoom in primary schools. In this direction, answers to the following questions are sought.

1. What are the advantages of education with zoom in teaching primary school students the ability to speak Kazakh?

2. What are the disadvantages of zoom education in teaching primary school students the ability to speak Kazakh?

3. What are your suggestions for teachers to increase the effectiveness of zoom training in helping primary school students gain the ability to speak Kazakh?

2. Materials and Methods

In this part of the research, there is information about the research model, research group, data collection tools used, data collection method, data collection, and data analysis.

2.1. Research method

Qualitative research is a method that inquires about the problem it examines, interprets, and tries to understand the form of the problem in its natural environment. In the process of designing and conducting qualitative research, researchers have a flexible and dynamic workspace. Flexibility, which is expressed as the ability of researchers to develop new methods and approaches at every step of the research process and to make new arrangements that will increase the impact of the research, is one of the main features of qualitative research (Guba & Lincoln, 1994). For this reason, in this study,

teachers' views on the acquisition of Kazakh language speaking skills with zoom in primary schools were discussed using the qualitative research method.

2.2. Participants

The study group of the research was formed by the purposive sampling method. Purposive sampling facilitates a detailed examination of situations that are thought to contain rich information (Guba & Lincoln, 1994). In the 2020-2021 academic year, 24 teachers who gave training in the distance education process in various primary schools in Kazakhstan participated in the research. Information about the study group of the research is given in Table 1 and Table 2.

Table 1
Demographic information regarding the gender distribution of primary school teachers

Gender	F	%
Female	13	54,2
Male	11	45,8
Sum	24	100

In Table 1, demographic information regarding the gender distribution of the teachers participating in the research is given. 13 of the teachers participating in the research are female and 11 are male.

Table 2
Demographic information about the class and experience distribution of primary school teachers

Class	Year 1-4		Year 5-9		Year 10-14		Year 15 and Above		Total	
	F	%	F	%	F	%	F	%	F	%
1.Class	1	4,1	3	12,5	1	4,1	2	8,3	7	29,1
2.Class	4	16,6	1	4,1	4	16,6	2	8,3	11	45,8
3.Class	-	-	1	4,1	3	12,5	-	-	4	16,6
4.Class	-	-	-	-	-	-	2	8,3	2	8,3
Total	5	20,8	5	20,8	8	33,3	6	25	24	100

In Table 2, the grade level and experience distribution of the teachers participating in the research are given. Of the teachers, 29.1% teach first grade, 45.8% second grade, 16.6% third grade, and 8.3% fourth-grade students. 20.8% of the teachers have 1-4 years, 20.8% 5-9 years, 33.3% 10-14 years, and 25% have 15 years or more experience.

2.3. Data collection tools

At the stage of creating the data collection tool of the research, primarily document analysis was performed. Studies on the research subject were examined. Document analysis, which includes the literature review on the researched subject, provides the systematization of the observation and interview records of the researcher and other documents. While this analysis method saves time and other resources for the researcher, it also facilitates the order of importance of the investigated facts and events, the classification of data sources, and the creation of new data sets (Guba and Lincoln, 1994). After the literature review, a semi-structured interview form was created by the researchers to collect the data. Semi-structured interview questions are given below.

1. What are your thoughts on the advantages of zoom education in helping primary school students gain the ability to speak Kazakh?
2. What are your thoughts on the disadvantages of zoom education in helping primary school students gain the ability to speak Kazakh?
3. What are your suggestions for increasing the effectiveness of zoom education in helping primary school students gain the ability to speak Kazakh?

2.4. Data collection process

The data of the study were collected through a semi-structured interview form applied to 24 primary school teachers who voluntarily agreed to participate in the research. Interviews with teachers were held via Zoom. The interviews with each of the teachers lasted approximately 40-50 minutes. At the beginning of the interview, the teachers were given detailed information about the purpose and content of the research. Then, the questions in the semi-structured interview form were asked. In addition, the teachers were informed that the interviews will be recorded and their personal information will be kept confidential and will be used anonymously in the research. It took approximately 1 month to complete the interviews with all teachers.

2.5. Data analysis

Descriptive analysis or content analysis is commonly used in the analysis of data collected in qualitative research. Content analysis is the careful, detailed, and systematic examination and interpretation of data to identify patterns, themes, biases, and meanings related to the core of the research. The purpose of content analysis is to reach the concepts and relationships that can explain the data obtained through the views of the participants and the file and document review (Guba & Lincoln, 1994).

After interpreting all the data obtained, categories and sub-categories were organized under the determined themes. Then, considering that there may be an incompatibility in themes, categories, and subcategories, a few categories and subcategories were renamed, some repeated categories were combined, and meaningless ones were removed. In this process, the opinions of a researcher who is an expert in foreign language education on themes, categories, and sub-categories were taken. Then, themes, categories, and sub-categories were determined and the data obtained were presented systematically.

To ensure the validity and reliability of the research, confirmability, transferability, and credibility stages were tried to be realized. During the confirmability phase, assistance was obtained from the field expert. For this purpose, the expert and the researcher evaluated the interview transcripts with the help of the category key without being aware of each other. At this stage, the transcripts of the five participants were read and analyzed.

The result was calculated with the formula [(Agreement/Agreement + Disagreement + Disagreement) x 100] developed by Miles and Huberman (1994). The coding reliability must be at least 70%. The value obtained by applying the formula (79%) was found to be reliable. In the presentation of the findings, transferability was ensured by including direct quotations from the answers of the participants. To ensure credibility, interview transcripts were sent to the participants, and they were asked whether their statements were written correctly. Participants confirmed in the interview transcripts that the statements belong to them.

3. Results

In this part of the research, there are primary school teachers' views on teaching Kazakh language speaking skills to their students with zoom.

In Table 3, the views of teachers on the advantages of zoom education in helping primary school students gain speaking the Kazakh language are evaluated.

Table 3
Opinions of teachers on the advantages of zoom education in helping primary school students gain speaking of the Kazakh language

Themes	Sub-Themes	Sum	
		F	%
	Student's environment		

Advantages for students	Student's self-confidence	21	87,5
	Student time savings		
Advantages for the teacher	Teacher's time saving	17	70,8
	Teacher reinforcement of technology-based teaching		
Advantages for parents	Keeping track of the student's course attendance	11	45,8
	Contribute to student motivation		
Advantages of the system	Opportunity to watch the student's course repetition	10	41,6
	Students benefit from different learning environments		

In Table 3, the views of teachers on the advantages of education with zoom in helping primary school students gain speaking the Kazakh language are categorized by creating themes and sub-themes. 87.5% of the teachers stated that education with zoom is advantageous for the students in terms of the student's environment, the student's self-confidence, and the student's time-saving sub-themes in gaining the ability to speak the Kazakh language. 70.8% of the teachers evaluated the teacher's time saving and the teacher's reinforcement of technology-technology-based teaching as an advantage for the teacher. 45.8% of the teachers defined following the student's participation in the lesson and contributing to the student's motivation as advantages for the parents. On the other hand, 41.6% of the teachers defined the system-related advantages of zoom education in helping primary school students gain the ability to speak Kazakh as the opportunity to watch the student's repetition and the students benefit from different learning environments.

The opinions of some teachers who participated in the research are as follows:

"Although it is not as easy as in face-to-face education to gain language speaking skills to students through zoom, I think the biggest advantage is the home environment for the student. It is a significant time-saver for the teacher."

"I think it is a learning environment that positively affects students' self-confidence. The adaptation problem of primary school students to the school environment is eliminated, the student can get their education in front of the screen by saving time in their own home. It also creates a chance for parents to observe their children's participation in the lesson."

"It is an important advantage to be able to watch the lessons again. Even if the student has a concentration problem during the lesson, they can have the chance to watch the repetition of the lesson later. It is also possible to say that it saves time for both the student and the teacher."

"I think the biggest advantage is the chance for the student to benefit from different learning environments in the learning process. Parents have the opportunity to motivate the student by being involved in the process. It is a platform where the teacher should have a good command of technology-based learning and teaching environments and accordingly develop himself/herself."

In Table 4, teachers' views on the disadvantages of zoom education in helping primary school students gain speaking the Kazakh language are evaluated.

Table 4

Opinions of teachers on the disadvantages of zoom education in helping primary school students gain speaking of the Kazakh language

Themes	Sub-Themes	Sum	
		F	%
Disadvantages for the student	Student distraction	22	91,6
	Student reluctance to attend class		
	Keeping the student away from school culture		
Disadvantages for the teacher	Incomplete understanding of the teacher	16	66,6
	Difficulty in applying teacher's teaching methods		
Disadvantages for parents	High level of stress and anxiety of parents	14	58,3

	Negative thoughts of parents		
Disadvantages of the system	Disadvantages of computer and internet	10	41,6
	Disadvantages due to image and sound quality		

In Table 4, the views of teachers on the disadvantages of zoom education in helping primary school students gain speaking the Kazakh language are evaluated under 4 themes. These are disadvantages for students, disadvantages for teachers, disadvantages for parents, and disadvantages of the system. 91.6% of the teachers stated that the student's distraction, the student's reluctance to participate in the lesson, and the students being away from the school culture are disadvantages for the student. 66.6% of the teachers stated that the teacher cannot be fully understood and the difficulties experienced by the teacher in applying the teaching methods are disadvantages for the teacher. 58.3% of the teachers considered the high level of stress and anxiety of the parents and the negative thoughts of the parents as a disadvantage for parents. Finally, 41.6% of the teachers stated the disadvantages arising from the computer and the internet, and the disadvantages arising from the image and sound quality as the disadvantages of the system.

The opinions of some teachers who participated in the research are as follows:

"The most important disadvantage in terms of gaining the Kazakh language speaking skill with zoom is that the teacher cannot be fully understood in communication. Sitting in front of the screen causes the student to be easily distracted. The student does not want to participate in the lesson."

"No matter what application is given under the name of distance education, the biggest disadvantage for students is that they are deprived of school culture. We can better understand its importance when we consider that socialization is extremely important, especially in gaining language speaking skills. He has a very negative view of his parents. Problems arising from the system and the poor reception of the internet also create problems."

"Students do not want to attend the class. Interrupted internet, infrastructure problems, and sometimes poor audio and video quality cause the teacher not to be fully understood. I think students have the most distraction. In this case, we face difficulties in deciding which teaching method to apply."

"It would be much more advantageous for the student to improve their Kazakh language speaking skills in the school environment than with the distance education zoom application. It is more difficult to achieve this in the computer environment. Since parents are aware of this situation, they feel stress and anxiety. The fact that some students do not have a computer at home and they connect to the applications from the phone is also an important disadvantage."

In Table 5, the teachers' thoughts on increasing the effectiveness of the education with zoom in helping primary school students gain the ability to speak the Kazakh language were evaluated.

Table 5
 Suggestions of teachers to increase the effectiveness of zoom education in helping primary school students acquire Kazakh language speaking skills.

Themes	Sub-Themes	Sum	
		F	%
	Planning the lesson preparation process correctly	20	83,3
Suggestions for teachers	Planning the course process correctly		
Advice for parents	Confidence in the system and instilling this in the student	15	62,5
	Do not trust the teacher and instill this in the student		
System suggestions	Strengthening internet infrastructure	11	45,8
	Strengthening system features		

In Table 5, the opinions of teachers on increasing the effectiveness of the education provided with zoom in helping primary school students acquire Kazakh language speaking skills are grouped under three themes: suggestions for teachers, suggestions for parents, and suggestions for improving the system. 83.3% of the teachers presented the correct planning of the lesson preparation process and the correct planning of the lesson process as suggestions for teachers. 62.5% of the teachers made suggestions to the parents in terms of trusting the system and instilling this in the students, trusting the teacher and instilling this in the students. 45.8% of the teachers made suggestions for the improvement of the system in terms of strengthening the internet infrastructure and strengthening the system features.

The opinions of some teachers who participated in the research are as follows:

"If a more professional attitude is displayed during the course preparation process, the course planning will be made more accurately accordingly. The distrust of the parents towards the distance education zoom application should be eliminated."

"The system needs to be regulated to avoid technical problems. Internet infrastructures need to be regulated. Parents need to trust teachers."

"I think the biggest job falls on the teacher. Since it is a more challenging course preparation process, I believe that with the right planning, selection of the right methods and techniques, teachers will be more successful in teaching students to speak the Kazakh language with the zoom application."

"The system technical infrastructure and internet infrastructures need to be renewed. It is necessary to change the perspectives of parents towards distance education practices and to support students."

4. Discussions

Teachers participating in the research categorized the advantages of education with zoom in providing primary school students with the ability to speak Kazakh, in terms of the student's environment, student self-confidence, and timesaving of the student. Teachers expressed the advantages of education with zoom in gaining Kazakh language speaking skills as saving time and reinforcing technology-based teaching from the teacher's point of view. Teachers defined the advantages for parents as following the student's participation in the lesson and contributing to the student's motivation. The advantages of the system were classified by the teachers as the opportunity to watch the student's repetition and the student's use of different learning environments.

Teachers participating in the research evaluated the disadvantages of zoom education in terms of students, teachers, parents, and the system in helping primary school students gain the ability to speak the Kazakh language. The students' distraction, the student's reluctance to participate in the lesson, and the student's distance from the school culture were categorized as student disadvantages by the teachers. Disadvantages for the teacher are defined as the teacher's inability to fully understand and the difficulty that the teacher has in applying the teaching methods. Disadvantages in terms of parents are grouped into two categories: high levels of stress and anxiety of parents and negative thoughts of parents. Finally, the disadvantages of the system were categorized by the teachers as computer and internet-based disadvantages, and disadvantages due to image and sound quality.

Suggestions of teachers to increase the effectiveness of education with zoom in helping primary school students gain the ability to speak Kazakh; are suggestions for teachers, parents, and the system. Planning the lesson preparation process correctly and planning the lesson process correctly are suggestions for teachers while trusting the system and instilling this in the students, trusting the teacher and instilling this in the students are suggestions for the parents. Teachers also stated that the internet infrastructure and system features should be strengthened for the system to increase the effectiveness of the education made with zoom in gaining Kazakh language speaking skills.

Studies in the field support the findings of this study. Gregory and Lodge (2015) stated in their study that it is an advantage to have the opportunity to watch the courses again in distance education. DeNeui and Dodge (2006) also stated that the biggest advantage of distance education is to provide education opportunities independent of time and place. Horspool and Lange (2012), on the other hand, found that the most important advantageous aspects of distance education are that it provides spatial convenience, as well as timesaving in terms of getting to and from home and school, and provides high-quality communication with online platforms, providing ease of learning in the environment.

Distance education has advantages as well as disadvantages. The most important of these are lack of social interaction, lack of individual interaction, and inaccessibility to the teacher (Tryon & Bishop, 2009). Abuhammad (2020) states in his study that there are problems in the distance education process in terms of insufficient infrastructure and equipment. Similarly, Bolliger (2004) stated in his study that connection problems and insufficient technological infrastructure negatively affect distance education activities. Some of the disadvantageous points of distance education are difficulties in motivation, lack of face-to-face interaction and social isolation, difficulty in getting instant feedback, a constant need for technology, and situations related to accreditation (DePaepe, Zhu, & Depryck, 2018; Uaidullakyzy, 2021).

5. Conclusion

Determining the thoughts and attitudes of teachers on the use of Zoom in the distance education process is very important in terms of the successful integration of the Zoom application, which is a technology that is currently being implemented in many countries and education levels, into distance education. Considering that distance education applications have gained more importance, especially during the pandemic process, in this study, teachers' opinions were evaluated to gain Kazakh language speaking skills in primary schools with zoom. As a result of the research, the advantages and disadvantages of teaching the Kazakh language speaking skills of teachers in primary schools in terms of students, teachers, parents, and the system were emphasized.

According to teachers, the environment in which the student is located, the advantages of self-confidence and time saving for the student, the advantages of the teacher for saving time and reinforcing the technology-based teaching, the advantages for the teacher, the advantages for the parents to follow the student's participation in the course and contributing to their motivation, the opportunity to watch the student's repetition and benefit from different learning environments are the advantages of the system. The distraction of the student, reluctance to participate in the lesson, and being away from the school culture are defined by the teachers as disadvantages for the student, the teacher's inability to fully understand and the difficulties they experience in applying the teaching methods are the disadvantages according to the teachers.

The high level of stress and anxiety and negative thoughts of the parents and the problems arising from the computer, internet, image, and sound quality were also defined as disadvantages. Teachers received suggestions from teachers about planning the lesson preparation and lesson process correctly. Parents trusted the system and the teacher. In addition, the teachers participating in the research stated that the internet infrastructure and system features should be improved.

6. Recommendations

In this study, the opinions of primary school teachers about the acquisition of Kazakh language speaking skills in primary schools with zoom were evaluated, and the following suggestions were developed in this direction:

1. For the distance education zoom studies to be carried out for primary school students to be carried out healthily, the necessary infrastructure should be prepared to have an internet connection and a computer in each student's home.

2. Since some disadvantageous situations in education for teachers to gain Kazakh language skills with zoom have been determined, various academic studies should be conducted on the reasons for these, and improvements should be made in educational environments to reduce these disadvantages.

3. In line with the suggestions of the teachers, studies on parents, teachers and the necessary infrastructure should be carried out. By organizing parent and teacher seminars, solutions should be produced to turn the disadvantages of the system into advantages.

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