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PEDAGOGICAL INNOVATIONS IN FOSTERING ACADEMIC SPEAKING SKILLS

Academic speech skills are rapidly developing following the requirements of modern society. Essential is expressing yourself in English using academic words and terms. Therefore, various innovative technologies are used to inform academic speech skills in teaching English. One of them is teaching English through podcasts. In this article, we have used English podcasts to complement the curriculum as the most effective way to develop academic English speaking skills. The study involved 2 groups of 2nd year students specializing in foreign languages. One group was experimental, and the other was control. Group A, chosen as the experimental group, used podcasts in English to teach English. The learning process in group B, i.e., the control group, was limited to the curriculum. An interview was conducted at the end of the study. As a result of the study, Group A students who used podcasts to teach English developed academic speaking skills; that is, they made academic-level sentences using more academic words and terms. On the other hand, group B students had a good level of English but a low level of academic English. When speaking English, they used everyday English words more often than terms of an academic degree. The method chosen in the study, aimed at developing the skills of academic speech in English, showed a positive result. Students' academic speech skills were developed by watching podcasts in English.

Key words: academic speaking skills, podcasts, English, innovation, interviews.

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Академиялық сөйлеу дағдыларын дамытудағы педагогикалық инновациялар

Қазіргі қоғам талабына сай академиялық сөйлеу дағдысы қарқынды дамуда. Әсіресе, ағылшын тілінде академиялық сөздер мен терминдерді қолдану арқылы өз ойын жеткізе алу қабілеті ерекше маңызға ие болуда. Сондықтан ағылшын тілін оқытуда академиялық сөйлеу дағдысын қалыптастыруда түрлі инновациялық технологиялар қолданылуда. Солардың бірі ағылшын тілінде подкастарды қолдана отырып үйрету. Бұл мақалада ағылшын тілінде академиялық сөйлеу дағдысын қалыптастыруда ең тиімді әдіс ретінде оқу бағдарламасына қосымша ағылшын тілінде подкастарды қолдандық. Зерттеу жұмысына шет тілі мамандығында оқитын 2 курс студенттерінен 2 топ алынды. Бірі эксперименттік топ, екіншісі бақылау тобы ретінде болды. Эксперименттік топ ретінде таңдалған А тобында ағылшын тілін оқытуда тақырыпқа сай ағылшын тілінде подкастар қолданылды. Ал Б тобына, яғни бақылау тобында оқыту процесі тек оқу бағдарламасымен ғана шектелді. Зерттеудің соңында интервью алынды. Жүргізілген зерттеудің нәтижесінде ағылшын тілін оқыту процесінде подкастарды қолданған А тобының студенттерінде академиялық сөйлеу дағдысы қалыптасты, яғни, академиялық сөздер мен терминдерді көбірек қолданып, академиялық дәрежедегі сөйлемдерді құрастырды. Ал Б тобының студенттері ағылшын тілінде сөйлеу дағдылары қалыптасқанымен академиялық дәрежеде болмады, яғни, күнделікті жай ағылшын тіліндегі сөздерді қолданып сөйледі. Ағылшын тіліндегі академиялық сөйлеу дағдысын қалыптастыру мақсатының аясында жүргізілген зерттеуде таңдалынып алынған әдіс оң нәтиже көрсетті. Ағылшын тіліндегі подкастарды көру арқылы студенттердің академиялық сөйлеу дағдысы дамыды.

Түйін сөздер: академиялық сөйлеу дағдысы, подкаст, ағылшын тілі, инновация, интервью.

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Педагогические инновации в формировании навыков академической речи

Необходимость навыков академической речи стремительно растёт в соответствии с требованиями современного общества. Особенно важна способность выражаться на английском языке, используя академические слова и термины. Поэтому в формировании навыков академической речи при обучении английскому языку используются различные инновационные технологии. Одна из таких технологий – обучение английскому языку с помощью подкастов. В этой статье описывается практика использования подкастов на английском языке в дополнение к учебной программе как наиболее эффективный способ развития академических навыков разговорной речи. К исследованию привлекались 2 группы студентов 2 курса. Одна группа была экспериментальной, а другая контрольной. В группе А, выбранной в качестве экспериментальной, для обучения английскому языку использовались подкасты на английском языке. В группе В, т.е. в контрольной группе, процесс обучения ограничивался учебной программой. В конце исследования было проведено интервью. В результате исследования студенты группы А, которые использовали подкасты в процессе обучения английскому языку, показали значительное улучшение в развитии навыков академической речи, предложения студентов были составлены с использованием академического вакабуляра. Студенты группы В имели хорошие навыки разговорной речи английского языка, но речь их была упрощенной. Выбранный в исследовании метод, направленный на развитие навыков академической речи на английском языке, показал положительный результат. По итогам проведенного исследования можно сделать вывод, что навыки академической речи учащихся значительно улучшились в связи с использованием англоязычных подкастов в процессе обучения.

Ключевые слова: навыки академической речи, подкасты, английский язык, инновация, интервью.

Introduction

It is essential to develop public speaking skills, including academic speech. Creating this skill occupies a special place in the learning process. Therefore, in the formation and development of academic speech skills in English, teachers use various technologies. One of them is podcasts in English.

The research work carried out during one semester is using podcasts in English as an additional method to the curriculum. Podcasts in English informing academic speech skills were chosen as an effective and valuable method. The study is planned to recruit 2 groups of 2nd year students of the specialty “foreign languages.” One of them will be the experimental group, and the other will be the control group.

Podcasts in English will be shown at each lesson on the topic for group A, which will be taken as an experimental group during the study. There will also be discussions in English and feedback from students after watching the podcasts. The subject taught in group B, taken as the control group, will be taught only following the curriculum, without other technologies. The study will be conducted during one semester.

The study’s primary goal is to develop academic speech skills through pedagogical innovations.

Research tasks of the work: selection of research groups; provide an effective method for developing students’ academic speech skills; determine the advantages of the chosen strategy.

The subject of the work: university students.

The object of the work is 2nd year students of the specialty “foreign languages.”

Academic speaking skills

Academic speech is a form of public speaking used in science, in general, to present the results of research in the field of education and the popularization of science. It is often found in scientific articles and monographs, reference books, encyclopedias, and textbooks and is also used in term papers, dissertations, and research projects. A person does not have the skills of academic speech in childhood, and it studies at school and university.

When studying foreign languages, memorizing new words, terms, and constructions is necessary while developing academic speaking skills. It is because it requires different and more complex phrases than speaking. The main reason is that this type of

speech has complex judgments, special norms, and standards.

Academic speech skills have their characteristics. In particular, it helps develop a scientific worldview, gives scientific reports and profound proof, expands the culture of logic. In addition, it is a tool for the active development of creative thinking and scientific, aesthetic sense. In this regard, academic presentation, which occupies a special place in academic speech, draws attention to the brevity and clarity of the evidence presented. It also requires thinking out loud and thinking long and hard.

The academic spoken language is used in debates, presentations, seminars, and group discussions at English-speaking universities. In most cases, spoken academic English is similar to academic writing – it must be formal and explicit – it is no more difficult than written language. Good academic spoken English avoids slang and colloquialism and is structured with clear sign language (e.g., «the second problem I want to solve...»). Like its written counterpart, it needs a clear, precise vocabulary but

uses more of the grammatical structures associated with spoken English.

Academic speech is a general term and type of speaking skill used to describe speaking in various academic contexts. In addition, it is usually formal and uses vocabulary consistent with the literary genre. Academic speech is usually more common in such cases:

- Asking questions in lectures
- Participating in discussions and seminars
- Making oral presentations
- Answering questions
- Verbal provision of laboratory data
- Oral instructions

The information is clear, concise, essential, and presented in standard language.

Academic speaking skills are similar to literary writing styles. However, it is more complex and not objective than written speech. Generally requires the use of everyday speech in academic presentations. It means using literary terms. Additionally, some features (figure 1) of academic speech and its main types (figure 2) are highlighted.

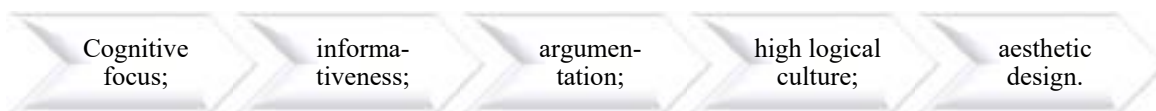


Figure 1 – Feature of academic speech



Figure 2 – Types of academic speech

Academic speaking is for students fluent in English and wants to improve their speaking skills further. Its main goal is to master all aspects of speech, especially in an academic context.

Academic speech gives students a clear understanding of the structure of what they want to say. The emphasis is on effective communication and effective use in various areas of life.

Teachers must ensure the development of students' academic speaking skills. You must first check and then suggest a method that will allow you to use this skill effectively. The proposed method maximizes student participation in seminars. In addition, we can engage students in discussions using

academic speaking skills and help organize and lead them.

Academic English is a scientific language, different from regular English. Spoken and written styles are different in every language. English is such a language. There is a difference between general writing and general speech. And academic English is even more difficult. It uses more compound sentences and more compound nouns. Careful and precise use of grammar is essential. In addition, intransitive verbs are used more often. Do not use regular expressions, simple words. The date used, evidence, opinion should not be based on personal opinion. The written article should be understand-

able to the reader. Each paragraph should be related to each other. The challenge is to write the words on the spot. At the end of every academic paper, there should be a clear entry position, and evidence and reasoning should be given to prove it. Everything written in an academic article is the responsibility of the author. This requires a broad explanation.

To succeed in group work and collaborative projects in the learning process, speaking in an academic context becomes more critical. However, the overwhelming majority of university students are not interested in working together. Therefore, it is necessary to participate more in seminars and group work and provide opportunities for learning the academic language used in it. It is essential to practice presentations and organize discussions on educational topics.

The presence of a significant connection, both in form and content, between teaching English, firstly, to a certain extent, dialogue and monologue; secondly, the student's possession of the relevant subject; thirdly, to be meaningfully connected with any textual material and speech. At the first stage of training, it is necessary to pay attention to internal learning. It is also possible to organize various events to develop students' speaking skills in English. In the subject of a foreign language, the student must remember the definitions of rules and concepts and be able to apply them in practice consciously. Theoretical knowledge can be consolidated through various tasks and exercises. For example, you can give the following activities to work on a specific text:

- Read the text without errors, observing the rhythm of the voice.

- Understanding content.

- Storytelling with diagrams.

- Draw and describe according to your understanding of the content.

The next type of exercise is speech training. In dialogue, students should perform simple actions such as questions and answers, statements, instructions, and more. Children should create a new, whole environment from individual elements. Students should ask general specific questions, answer various questions, and state whether they agree or disagree with a statement. The students' pace should be increased, and each student should speak in two lines.

The academic word list provides you with the general academic vocabulary you need to study at a university in an English-speaking country. They do not focus on a particular subject, so they are helpful for all students. The lists usually contain words and phrases common in academic texts but rarely found in everyday written or spoken language.

In academic discourse, facts and figures are evaluated and used in context. Thus, it is necessary to determine the validity of the principles and requirements related to a particular topic in academic speech. In addition, the speaker is responsible for demonstrating understanding of the original text and providing evidence and rationale for the issue. Also, a speaker can apply different academic contexts in their speaking skills (figure 3).

Opening	Interrupting to comment	Clarifying Questions
<ul style="list-style-type: none"> • So what I'd like to start with is... • So, who wants to get things going? • What I'd like us to discuss today is.. • So, let's get the ball rolling! 	<ul style="list-style-type: none"> • If I could just come in here. • Sorry to butt in, but. • Can I just add... • That's a really interesting point but it's worth remembering that... • That's great but have you thought about... 	<ul style="list-style-type: none"> • That's not really what I was asking. • My question is about.. • Perhaps I didn't make my question clear. What I asked/meant was.. • I think you've answered a slightly different question. What I would like to know is ... • I understand that but what I actually had in mind was .. • I think you've got the wrong end of the stick there, what I meant was..

Figure 3 – Academic speaking expressions

Currently, special attention is paid to the development of academic speech skills and the process of teaching them. In particular, the development of academic speaking skills in English. In this regard, many multimedia technologies are used in teaching. One of them is the frequent use of podcasts.

Recently, theoretical foundations for introducing podcasts into the educational process have appeared in Russian and foreign scientific literature. In particular, works have been published on studying the practical aspects of teaching English. Zh. S. Anikina, M. N. Evstigneev, T. I. Krasnova, E. Yu. Malushko, B. S. Salin, A. G. Solomatina, P. V. Sysoev, P. Edirsingha, A. Fox, W. Fryer, G. Salmon, G. Stanley these researchers highlighted the importance of using podcasts in teaching English. (Д. В. Дмитриев, 2014:193)[1]. Currently, podcasts are audio or video materials created in English following language and thematic curricula (Соломатина, 2011:40)[2].

Educational podcasts used in studying a foreign language allow you to solve several methodological problems. In other words, it develops students' memory, listening comprehension of a foreign language, formation, and improvement of speaking skills. Allows you to enrich and expand your vocabulary. Forms and improves grammatical skills and develops spoken and written speech (Салин, 2010:92)[3].

Literature review

In general, speech is the process by which the speaker shares an idea, and the listener is the process by which the message is received (Hervina, 2007:63)[4]. As Harmer (Harmer, 2007:343)[5] suggests, speech is the action that occurs when two or more people talk to each other. Therefore, speakers share their ideas, thoughts, and opinions in this process. However, the thoughts and ideas conveyed in speaking are not limited to oral communication. According to Chaney in Kayi (Kayi, 2006:13) [6], speech is creating and exchanging meaning in various contexts using verbal and non-verbal cues. This approach includes the process of communicating not only through verbal actions but also through non-verbal signals such as gestures and facial expressions.

Students' ability to read, speak, write and listen in English plays an essential role in their success in school, work, and society (Jane Wilson, 2016:52)[7]. In particular, researchers Nagy and Townsend (Nagy & Townsend D., 2012:92)[8] suggested that stu-

dents use academic language: "Specialized language makes it easier for academic settings to communicate and think about academic content orally and in writing."

According to Braine (Braine, 2002:63)[9], the main drawback of most academics is that they only focus on writing assignments. There is also a link between writing practice and learning and writing assignments (Wahi, O'neill, 2012)[10]. In his research, Duff (Duff, 2010)[12] does not prioritize writing and reading when exploring other academic discourses such as oral academic discourses.

The development of speaking skills is necessary for various discussions and participation in them, problem solving and creative thinking (Wisker, 2005)[13]. It also allows you to develop through them. In addition, it is important to make presentations, participate in academic activities such as group projects and class discussions, and actively participate in learning conferences (Kaur & Singh, 2013:3)[14].

In general, academic work is often used in colleges or universities. There are many books written specifically for academic speech (Kenneth Anderson, 2004:5)[15]. Academic English requires more and more clarity, and students must consciously use and model English (Baumgarten, 2016:153)[16].

Research Methods

To develop the skills of academic speech for university students, I carried out research work. Two groups of 2nd-year bachelors of the specialty "foreign languages" were involved in the study conducted during one semester. Group A was experimental, and the control group was B. The age of the students in the two groups was approximately the same, but the level of English proficiency was different. High-level English proficiency and students of intermediate and lower level than other students were covered.

The study aimed at forming and developing academic speech skills in English was conducted using podcasts in English. In particular, in addition to the curriculum for group A, different methods were used in teaching English, and for the control group, no additional materials were used, only the curriculum.

The main principles were observed in selecting podcasts used in the experimental group in the learning process. They are:

- Participated in specialty students;
- Native speakers speak the podcasts;

- According to the degree of students of the experimental group in English;
- Includes student interests;
- The information in the podcast is not only about education but also about life, history, and much more.

Group A was shown podcasts prepared in advance for each lesson. These podcasts are interesting and provide additional information on the topic. After watching the podcasts, each student shared their thoughts and led a discussion. At first, the student found it difficult to express his thoughts. It is because the information in the podcast was in academic language. There are also many academic dictionaries and terms. The primary purpose of using podcasts was to develop academic speaking skills in English. Because these podcasts are of an intellectual level, they expand students' vocabulary in English and form a literary language. He developed skills in using these vocabularies and sharing his thoughts. Thus, the skills of academic speech were created and set at each lesson.

At the initial stage of the study, there were difficulties obtaining information from the podcasts used. It is because they did not understand the meaning of several academic dictionaries. In addition, when students were asked to give their opinion, only students with a high level of English spoke, and the rest of the students declined to comment.

Despite these difficulties, podcasts in every lesson did not stop. After a few studies, the chosen method began to work. Students with a low level of English started to participate in the discussion and share their thoughts. Words of the academic level appeared in dictionaries and began to be used in speech. Intermediate students, on the contrary, at first expressed their opinions in only two or three sentences, but later, after a few lessons, they began to express themselves freely. High-level students, who were free to express their ideas from the beginning of the study, used many academic words in the discussion and said their ideas at the academic level. In addition, at the initial stage of the study, podcasts aroused low interest among some students due to the high level of English proficiency. In the final stages of the study, as students developed academic speaking skills, their interest in watching podcasts increased.

Results of the research

At the final stage of the study, we took an interview from the experimental and control groups (Figure 4). In an interview, inquiries related to students' thoughts about podcasts being used to develop academic speaking skills in teaching English, how much the podcasts have influenced students, and how they have affected their English language skills.

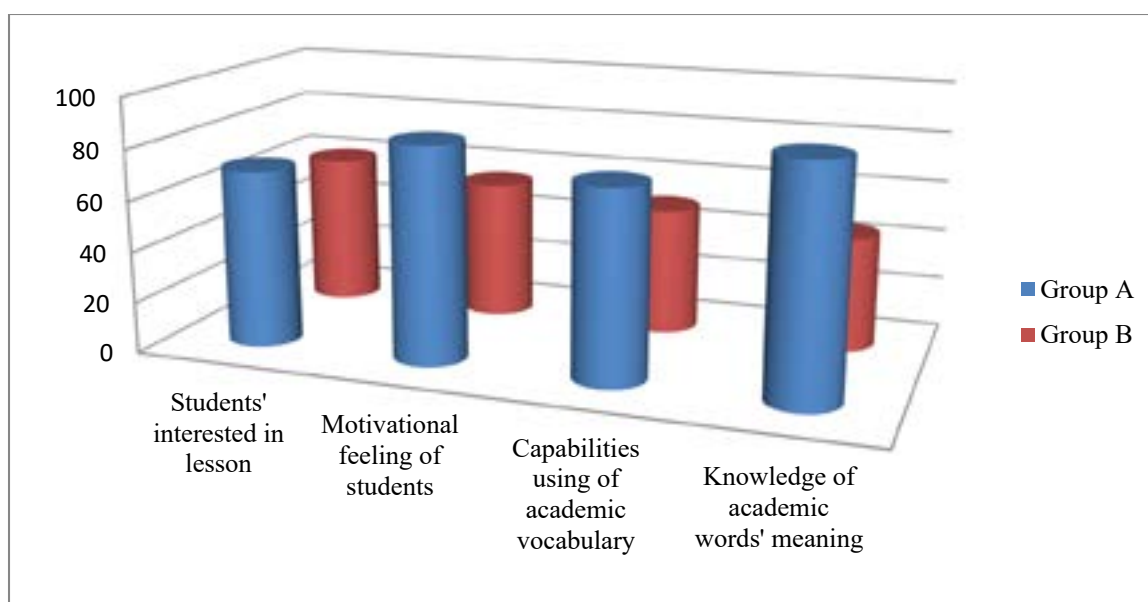


Figure 4 – Results of an interview

The final stage of the study was an interview at the end of the semester. The interview results are presented in the following table (Figure 5).

As a result of the interview, it was noted that the experimental group students had formed the skills of academic speech. They also said that their interest in the subject grew, and they were interested in developing his academic speaking skills in English through-

out the semester. They claimed that they learned a lot of literary terms and used them correctly. In addition, they learned a lot of exciting and valuable information on the topic and expanded their knowledge. English language podcasts used in academic speaking skills positively impacted students and showed high results. It was a lot of developing of students' speech because of using podcasts in English (Figure 6).

An experimental group	A control group
<ul style="list-style-type: none"> • students' academic speech skills are formed; • learned the words of an academic degree in English; • began to use the learned words correctly; • understood academic language by watching podcasts in English; • learned a lot of information on the topic through these podcasts; • will be able to express their thoughts about the information in a podcast at an academic level; • increased interest in the subject; • the topic covered throughout the semester was valuable and exciting. 	<ul style="list-style-type: none"> • students used everyday words when they spoke English; • had difficulty obtaining information in academic English; • rarely uses words and terms of an academic degree; • moderate interest in the subject; • during the semester, the matter was passed without any additional information.

Figure 5 – Interview results of students

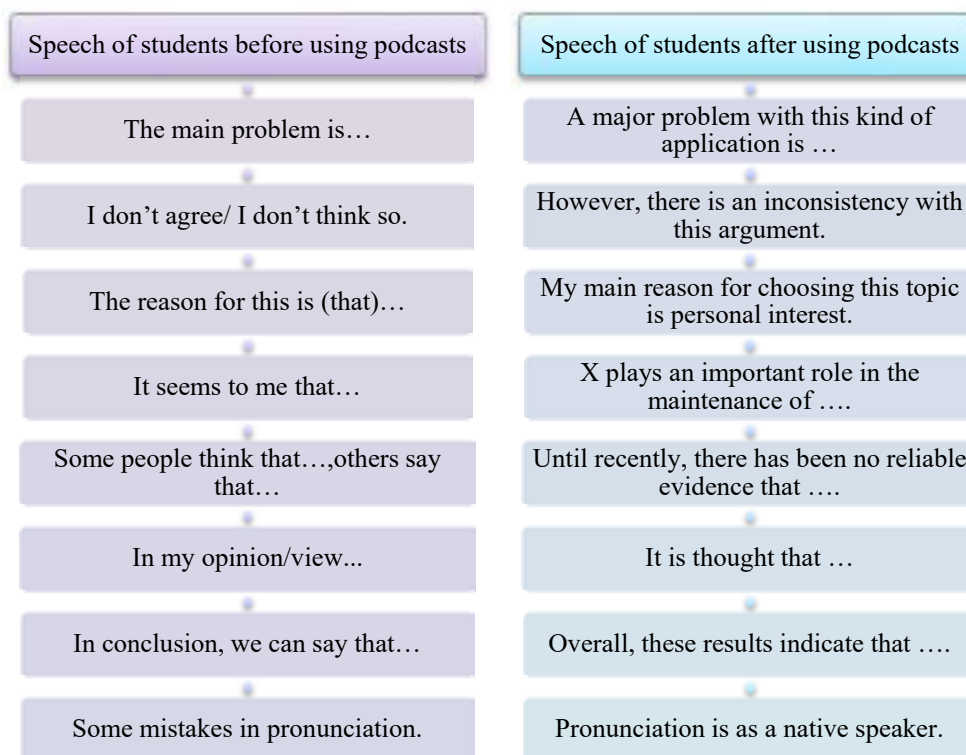


Figure 6 – Changing of students' speech

According to the results of an interview of group B, selected as a control group, students noted that learning English during the semester went smoothly. Students said they had a moderate interest in the subject because they studied only according to the curriculum, without using other multimedia technologies. It was even said that it was like a lesson learned by heart. They also reported having little knowledge of words and terms at the academic level, although they expanded their English vocabulary during their studies. Therefore, they use everyday English words rather than academic dictionaries when speaking English.

Conclusion

This study examines ways to develop the academic speaking skills of students. The podcast is one of the essential multimedia technology in language teaching. In this regard, in the study, it was considered a vital and valuable method to improve the academic speech of students. For the study, conducted during one semester, 2 groups of 2nd-year students of the specialty “foreign languages” were recruited. One of them was the experimental group, and the other was the control group. English podcasts were prepared and used in every lesson for the experimental group on top of the curriculum, while the control group studied only with the curriculum. At the end of the study, an interview was taken from students of both groups to determine the method’s effectiveness. The results were found to facilitate the learning process and that this method is suitable for the learning process as an effective method. There are benefits of using podcasts in English. They are as follows:

1. Get used to how connected English sounds.
2. Listen to modern speech.
3. Get used to different accents in English.
4. Will learn how to use new vocabulary correctly.
5. Learn grammar on practice.
6. Train concentration.
7. Expand your horizons.
8. Study where it suits you.

In general, there are obstacles and difficulties in learning any language. Therefore, listening to

podcasts in English is a vital method in the learning process. Also, using a practical way of improving academic speaking skills is a leading factor in teaching English. And how to use podcasts properly in learning English.

1. Choose the right level of engaging material. In entertaining shows, they use a lot of slang and complex wordplay. It is better to put them aside for a while and choose audio materials of your level.

2. Find the best podcast experience for you. Listen to the audio material and try to understand as much information as possible. If this is difficult to do, try to capture the main idea of the entry. Find the entry text, read it and translate all the phrases unfamiliar to you. Turn on the audio recording again and catch the text you already know. Retell what you heard to friends, family, or yourself in the mirror, trying to imitate the speaker’s speech.

3. Understand unfamiliar words and grammatical structures. Work with new material. You have to look for unfamiliar vocabulary in dictionaries and new constructions in grammar books. After that, try to make your sentences with them.

4. Make things harder. Let’s say you’ve started to understand the speech of the top entry-level educational podcasts quickly. Choose more complex materials and throw yourself new challenges to delight the task. It is how you can progress.

5. Most importantly: do not despair, even if everything seems incomprehensible to you. The more you practice, the faster English speech will become recognizable.

Podcast in English helps to develop students’ speech. It has a significant impact on the improvement of students’ academic speech. Through this method, students learn academic vocabulary and learn to use them appropriately.

The research results should be considered a tool to further the learning process of academic speech development.

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