

UDK 81:372.881

*Enes Kurtay Cig, Yusuf Yaylaci, Berdak Bayimbetov
Instructors at Suleyman Demirel University, Kazakhstan
*E-mail: enes@sdu.edu.kz

ELT Materials from J.Bellot to S.Jobs in Kazakhstan

Since the globalization processes and international businesses push the more convenient communication among the societies and people, the demand for learning international languages has been increasing. Surely, this phenomenon is also observed in Kazakhstan since its independence.

This article reviews the various approaches of teaching foreign language, from its early history up to present day of modern communication technologies. Mainly, this work discusses the importance of teacher ingenuity and inspiration and qualitative textbooks in general teaching.

Experimenting among the students, this work proves that creating of new types of textbooks is quiet easy and mentioned features make the language learning a lot more productive and effective.

Keywords: English Language teaching (ELT), foreign language in Kazakhstan, interactive textbook, iBook.

Куртай Чыг, Юсуф Яйладжы, Бердақ Байымбетов

Ағылшын тілін оқыту материалдары Дж.Беллоттан Қазақстандағы С. Джобсқа

Жаһандану үдерістері және халықаралық бизнес қоғам және адамдар арасында ыңғайлы коммуникацияны ұсынып отырғандықтан, халықаралық тілді үйренуге деген қызығушылық күннен-күнге артуда. Әрине, сол көрініс тәуелсіздігін алған күннен бастап Қазақстанда да байқалуда.

Бұл мақала шетел тілін оқыту әдістеріне ерте тарихтан заманауи коммуникациялық технологияның қазіргі күнге дейін кезеңін қарастырады. Әсіресе, бұл жұмыс мұғалімнің бейнешілдігі мен серпілістігін және оқулықтардың сапалылығын талқылайды.

Студенттердің арасында өткізілген эксперимент оқулықтың жаңа үлгісін жарату – едәуір жеңіл екенін және жаңа форматтағы электрондық оқулық өзгешеліктері шетел тілін оқытуды едәуір тиімді ететіндігі дәлелденді.

Түйін сөздер: ағылшын тілін оқыту (ELT), Қазақстандағы шетел тілі, интерактивті оқулық, iBook.

Куртай Чыг, Юсуф Яйладжы, Бердақ Байымбетов

Материалы обучения английскому языку от Ж. Беллот для С. Джобс в Казахстане

В наше время, интерес к изучению английского языка у многих растет из-за динамично растущего процесса глобализации и сближения народов мира в сфере коммуникации с помощью современных технологий. Разумеется, этот процесс и наблюдается в Казахстане.

В статье рассматривается практика обучения английского языка с первых опытов в этой сфере до нашего времени. Авторы рекомендуют преподавателям иностранного языка воспользоваться последними возможностями технологий в обучении языка, на примерах результатов проведенных экспериментов и электронных материалов.

Ключевые слова: обучение английскому языку (ELT), иностранный язык в Казахстане, интерактивный учебник, iBook.



Figure 1 – Title page of the earliest extant manual specifically designed for the teaching of English as a foreign language, Jacques Bellot's English Schoolmaster published in 1580. The book was written to help Huguenot exiles in England who had arrived in great numbers during the previous decade

Although the publication technology of books started in the middle of 15th century when J.Gutenberg invented movable type printing machine in 1439, the textbooks had appeared only at the end of 16th century. One of the founders of language teaching manuals/textbooks is considered Jacques Bellot, a French teacher of English language, who arrived in England as a refugee in 1570s. At that time, it has been estimated that foreigners registered in England rose from 300.000 to 3.5 million within three decades. Later on, many Huguenots, French Protestants, returned including almost all of those who had made a living and a reputation for themselves teaching languages in London.

Bellot devoted himself teaching English to the immigrant French community in London, he also taught his mother tongue to the native population. Jacques Bellot wrote two manuals in 1580s for the French speaking refugees, *The English Schoolmaster* and *Familiar Dialogues* [2, 12-31].

After collapse of the Soviet Union at the end of 20th century, many states in Central Asia and the Balkans obtained their independence, including the world 9th largest country by territory, Kazakhstan.

Since the breakdown of Soviet system was not practically expected, in 1990s, it was quite difficult to find materials for language classes except a course book, which was a not very higher quality than Bellot's books, and most probably a bilingual dictionary. (English-Russian or Russian-English) ELT materials were not very motivational indeed for the youth.

Within twenty past years of independence, many changes were established in all sphere of life in Kazakstan as well as education. New books, desktop computers, colorful printers, digital cameras, scanners, satellite TVs, language labs, interactive white boards, data projectors, laptops, the World Wide Web, wireless internet connection, and many other latest types of technological devices were introduced to schools.

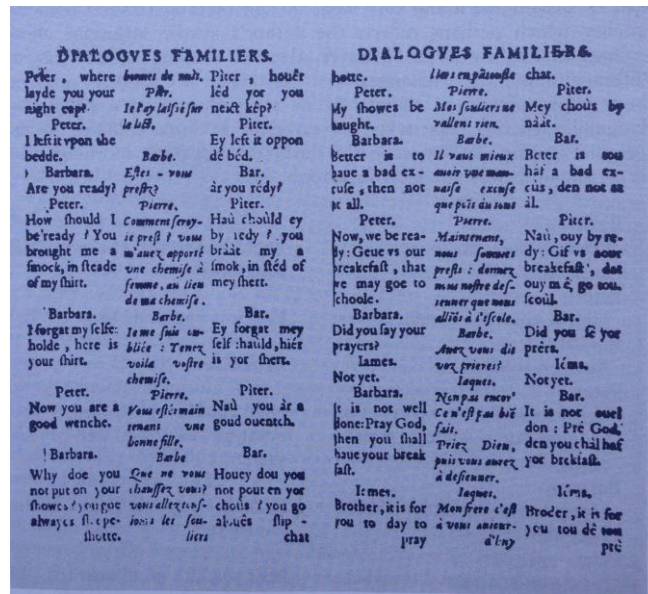


Figure 2 – Extract from Jacques Bellot's Familiar Dialogues, written in 1586 to help the Huguenot refugees with everyday spoken English



Figure 3 – Two textbooks, one on left was and on the right, are popular ones in Kazakhstan

ICT Tools Used as ELT Materials

Three professors of Granada University, Trujillo F., Torrecillas J., and Salvadores C., from the faculty of education and humanities, divided ELT materials and resources into three sections: the old, the new and the newest. They described the first section as very traditional materials in a language classroom: the board, the book, visual aids, and hand-made materials. The second one includes the over-head projector, the audio player, and the video player. The newest section is made up by information and communication technologies.

The audio – tape was the first technological device for the language classes in 1960s, (it is still in use in some institutions) and in 1980s sessions were held in audio labs where students would perform drills.

Overhead projectors (OHP), video cassette recorders (VCR), computers, data projectors and interactive white boards (IWB) were the following technological devices appeared in ESL classes in the end of the 20th century and at the beginning of the new millennium. During this period the use of computer assisted language learning (CALL) grew rapidly. Interactive CDs to learn English became

available in the market late 1990s, power point presentations (PPP) widely used by the teachers and the learners.

With the help of the Internet, CALL was changed into TALL (Technology Assisted Language Learning) especially with Web 2.0. YouTube, Facebook, Twitter, Wiki, etc...

Asian Development Bank (ADB) had a report on "ICT (Information and Communication Technology) in Education in Central Asia and West Asia" in 2012. According to this report Kazakhstan aims to provide sophisticated ICT packages to every school, to see ICT used as a teaching and learning tool for all curriculum subjects, 100% school connectivity, the effective removal of the domestic digital divide, and the development of e-learning and teaching materials for every subject at every grade level.

According to the Kazakhstan – 2030 Development Program, all schools in Kazakhstan, including remote ones were equipped with computers, the Internet access and interactive white boards. IWBs brought a new dimension to teaching but the question is: Are teachers able to use them?

Technology in education begins and ends with teachers. Technology is a vehicle to learning that is driven by teacher ingenuity and inspiration: How should we train our teachers in order to enhance this quality? To answer this question researchers strongly recommend to hold workshops on continuing professional development (CPD) most probably by teacher training institutes (Orleu), British Council and universities in Kazakhstan.

What about textbooks?

Teachers have been using textbooks to teach English as a foreign language almost for five centuries, since Jacques Bellot. Publishers, worldwide, constantly upgrade their textbooks to be in great demand.

Penny Ur [5,184-185] gives some reasons for and against the use of a textbook. In favour of using a textbook she mentions the sense of structure and progress, its use as a syllabus, its being ready-made, its price (which sometimes is not so reasonable or affordable), its convenience as a package, its guidance help for teachers and that it homogeneity and inadequacy for individual needs and objectives, its irrelevance and lack of interest in many

occasions, its limitation of initiative and creativity, its homogeneity and its over-easiness.

The other and very important issue to mention about the textbook is appropriateness according to the local culture. Lately in Kazakhstan many foreign publishers use Kazakhstan cultural materials, pictures from Astana and Almaty, names of Kazakh people, the national clothes, the national instruments, texts about Kazakhstan, the flag of Kazakhstan, the animals which habitat in Kazakhstan and many other things related to the state.

After the independence, many foreign companies invested and opened their branches in Kazakhstan as well as worldwide publishers; Oxford University Press, Macmillan, Pearson and Cambridge University Press brought their ELT materials to Kazakhstan.

Many language teachers around the world would agree that the textbook is the most important material they can use. In fact, a textbook does not only give the teacher with a topic, some texts and activities in large numbers; it also provides for some important details which are quite quite difficult to implement without the help of a textbook: a lot of various texts and activities, full of interesting design, procedures for continuous and final assessment, a clear statement of objectives and its relationship to texts and activities, etc. With the same idea, it is extremely important to choose the most appropriate textbook and, to use it wisely.

Criteria that help us to choose a book over other ones...

On choosing a book to study a foreign language, practitioners mainly pay attention to its attractiveness, durability, value for money; how much illustrations, audio support, video support it has, how much it fits the syllabus and many other criteria. The more standards those impact to readers' choice are to be told in the following part as well.

The device that changed everything is now changing the classroom:

The revolution about the textbook came in 2010. The idea about textbooks was changed by a man, Steve Jobs; creating iBooks (e-book in ePub format) on iOS devices. iBooks are interactive books with audio, video, 3D, note taking, highlighting, defining, changing text size, multi-touch, and many more features.

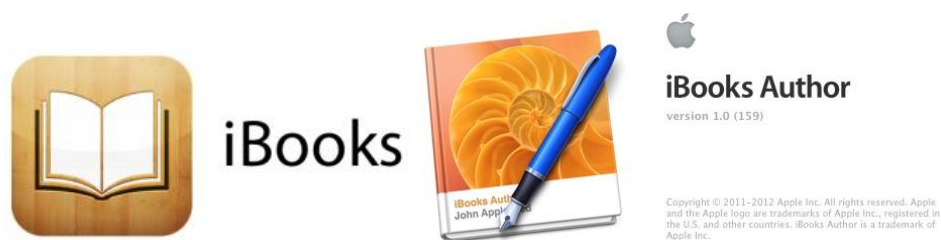


Figure 4 – iBooks and iBooks Author applications. iBooks to opera the books on an iPad and iBooks Author to make iBooks on Mac

A new textbook for digital natives:

The textbooks provided for the iPad users are very easy to use because the learners now can find the definition of the unknown word without referring to the dictionary, see the 3D images, rotate them, and see multiple photographs illustrating the text. Furthermore, the latest books can be downloaded from the iBookstore free of charge directly to their iPads. The App Store provides more than 20000 applications for all types of the learners in any subject. The learners are free to track home tasks or classroom assignments, revise for the finals, etc. And the teachers, in turn, can lecture, check their students' achievements, and constantly remain organized.

The notable this is, using the application/software of iBooks Author, provided by Apple Co. for free, anyone can create their own digital books without having a professional programming knowledge. Since 2011, many students of Suleyman Demirel University created their own books with the help of mentioned programme in the Mac Laboratory of Engineering and Natural Sciences Faculty.

Some of those students were freshmen and others were seniors of the Two-Foreign Language Department of the Faculty of Philology and Educational Sciences. iBook designing was given as an assignments for the courses of Introduction into Specialization and Materials Evaluation.

Since the university administration has seen the electronic materials (iBooks) made by the students, they decided to establish a Mac Lab within the Faculty of Philology. So, starting the academic year of 2013-2014, students will be able work on their electronic books in the laboratory of their own faculty.

At the first sight, some people may think that to make an iBook it is required advanced IT skills, but in fact it is as simple as preparing a power point

presentation. Mainly iBooks Author provides the following simple user interface to create your own book:

- a. when application launches on a Mac computer, 6 stock templates will appear on the screen to choose from to design the iBook in (more templates are available on the Mac App Store);
- b. text could be typed directly into a page or drag and drop a text file into the template – it will automatically create new pages to flow all of the text into;
- c. as with text, it is also possible to drag and drop images, videos, 3D photos into the pages;
- d. to preview the iBook on an iPad, after connecting the iPad to the Mac, preview button should be clicked and the iBook comes to the shelf of the iPad to be read anywhere and anytime.

Because of the mentioned simplicity of digital book 'publication', many authors around the world have already created the countless books almost in all spheres. Using an iPad, for instance, almost feels a real book. With a tap, it flips around to reveal the iBookstore, where you will find over 1.8 million books and counting – many of them free. View what is featured on the iBookstore and the New York Times best-seller lists, or browse by title, author, or genre. Find a book you like and tap to see more details, peruse reviews, even read a free sample. Initially trying or previewing the publication, purchase a book and it downloads to your bookshelf, ready to read.

Moreover, reading the mentioned electronic books users can easily use their finger as a highlighter on an iOS device. Just swipe over the selected text they are able to change colors, switch to underline, or add a note instantly. Certainly, it can be switched to the Notes view to see all made notes and highlights instantly organized in one



Figure 5 – Some of the students' works on iBook shelf

place, making it a cinch to search or go back to the highlighted sections of the book.

Books, especially textbooks, mostly require updates for a number of reasons. Thankfully, the iBooks app supports book updates. That means if a previously purchased book is republished with new or additional content, iBooks app lets the user to know about that, so they can download the updated version for free automatically replacing the older copy on the bookshelf. This feature is essential not only for teachers and/or students but for all other readers as well.

Summary

These opportunities indicate that our future generation will have huge amounts of information and will be mainly using the electronic formats of current traditional publications. Surely, it has numerous advantages, such as, taking thousands of books with you to anywhere, buying books from abroad quickly and easily, updating the content with a single tap, and other cool features. What makes us happy is people will have an access to more knowledge in the future, which means it may serve for the welfare of society.

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