INNOVATIVE STRATEGIES FOR ENGLISH LANGUAGE LEARNING IN KYRGYZSTAN: THE INPORTNACE OF MEDIA

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ИННОВАЦИОННЫЕ СТРАТЕГИИ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В КЫРГЫЗСТАНЕ: ЗНАЧЕНИЕ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ

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Abstract. Learning a new language is often perceived as a complex task, necessitating practice across multiple skills. This research examines the significant role of media and institutional resources such as TikTok, YouTube, Netflix etc. in enhancing the learning of English languages in case of Kyrgyzstan which is under Russian language influence. These resources empower English language teachers by bridging communication gaps and facilitating clearer explanations of concepts. By minimizing teacher talk, lessons become more engaging for students. Furthermore, they offer opportunities for learners to see, hear, and interact with the language, thereby increasing their interest in English. These resources also provide real-life experiences that encourage active participation, making learning more concrete and relevant. Additionally, they enhance retention rates, transform the teacher's role from a knowledge dispenser to a facilitator, and allow students to progress at their own pace. Moreover, they stimulate practice, foster discussion, and inspire higher levels of achievement among students. Employing case study and descriptive methods, this research analyzes the role of authentic language in language learning, exploring ideological patterns in news structures. The findings present practical strategies applicable in language classrooms to improve both language proficiency and socio-cultural awareness. It is recommended that innovative strategies establish a framework to help learners reflect on their language learning experiences.

Аннотация. Изучение нового языка часто воспринимается как сложная задача, требующая отработки множества навыков. В данном исследовании рассматривается значительная роль медиа и институциональных ресурсов, таких как TikTok, YouTube, Netflix и т. д., в повышении эффективности изучения английского языка в Кыргызстане, который находится под влиянием русского языка. Эти ресурсы расширяют возможности учителей английского языка, устраняя пробелы в общении и способствуя более четкому объяснению

концепций. Благодаря минимизации разговоров учителя уроки становятся более увлекательными для учащихся. Кроме того, они предоставляют учащимся возможность видеть, слышать и взаимодействовать с языком, тем самым повышая их интерес к английскому. Эти ресурсы также предоставляют реальный опыт, способствующий активному участию, что делает обучение более конкретным и актуальным. Кроме того, они повышают уровень усвоения материала, превращают роль преподавателя из носителя знаний в фасилитатора и позволяют учащимся развиваться в своем собственном темпе. Более того, они стимулируют практическую деятельность, способствуют обсуждению и вдохновляют студентов на более высокий уровень достижений. В данном исследовании с помощью кейс-стади и описательного метода анализируется роль аутентичного языка в изучении языка, исследуются идеологические паттерны в новостных структурах. Результаты исследования представляют практические стратегии, применимые в языковых классах для повышения уровня владения языком и социокультурной осведомленности. Рекомендуется использовать инновационные стратегии для создания основы, которая поможет учащимся осмыслить свой опыт изучения языка.

Ключевые слова: усвоение языка, преподавание языка, медиа ресурсы, английский язык, вовлечение студентов, интерактивное обучение.

Keywords: language acquisition, language teaching, media resources, English language, student engagement, interactive learning.

In the current time, English is believed to become the most important thing to learn all around the world. It is a device used for conveying and receiving information, and how people from different parts of the world communicate with each other. With the development of everyday life and the extremely increasing number of learners, significance of teaching the language rises day after day. It is an international language through which people share their thoughts, ideas and opinions, exchange information which drives requirements of learning strategies to be distinctly effective and precise. It can be smoothly accomplished with the assistance of widely growing media. New technology sources provide extensive materials which enhance and accelerate the effectiveness of whole process. The enormous and constantly expanding body of knowledge is now accessible online. Our lives have significantly transformed in recent years due to the growth of digital technology, multimedia, and social networks [5]. These advancements and discoveries have had a substantial positive impact on the EFL learning and education generally [1]. As a result, this study will evaluate earlier research that used social media for purposes including language learning. It seeks to give a thorough overview of how social media has been used as a learning tool in the context of language acquisition, the advantages that have been demonstrated by prior research, and the potential for gaining more benefits. Based on the above, the purpose of writing this article is to find out the benefits of using social media in language learning in case of Kyrgyzstan.

This paper employs a quantitative and qualitative research approach, centering on the collection and analysis of numerical data. The main method used to gather data is a survey, which systematically collects information from participants. By using quantitative data, the study applies descriptive statistics and frequency analysis to identify patterns and distributions within the data. These statistical methods are essential for summarizing and interpreting survey responses, offering a thorough understanding of the research variables.

The British Council (1979) highlights the significant role of media in enhancing English language teaching, emphasizing its potential to foster more interactive, engaging, and authentic

learning experiences, thus supporting diverse learner needs and improving language acquisition outcomes. Cambridge University Press (1997) Immersion programs aim to provide the quantity and quality of involvement in the use of the target language that ensure the development of high level of proficiency. Successful language learning depends on target language exposure and use out of class. Kwok (2023) Technology has been advocated to help resolve the issues of limited chances of listening to and interacting with native speakers or other language learners. Adoption of specific forms of technology relies on user attitudes, which are shaped by their perceptions and beliefs of its usefulness and compatibility for the learner. YouTube is a powerful educational tool due to its widespread use, multimodal content, and multilingual accessibility, making it ideal for linguistic and cultural learning. It enhances both in-class and out-of-class learning experiences. With teacher guidance, students can become more independent, engaged learners, using the platform for knowledge discovery and sharing. Teachers play a crucial role in helping students navigate content, fostering critical thinking and broadening perspectives [3]. Social media platforms such as TikTok, YouTube, Twitter, and Facebook are widely recognized for their roles in entertainment, education, business, marketing, and advertising globally. However, many are unaware of their potential for second language learning. Incorporating social media into the framework of English as a Second Language (ESL) could lead to significant advancements, especially considering the considerable amount of time young people and children spend on these platforms. Bray (2019) examines the benefits of using movies in language teaching programs and proposes the movie journal method to enhance language learning. He argues that while movies provide rich linguistic and cultural material that can foster critical thinking and discussions, their educational effectiveness hinges on well-structured teaching strategies and tasks. The movie journal method, as Bray recommends, involves students responding to targeted questions after viewing movie segments, which encourages thoughtful reflection and promotes more interactive classroom discussions.

This study investigated the use of social media in Foreign Language (EFL) learning and teaching in Higher Education in Kyrgyzstan. The preferences and frequency of using social media in EFL training were also studied. The rise of digital media platforms like YouTube, TikTok, and Netflix offers potential solutions to mitigate the effects of Russian calques. These platforms immerse learners in authentic English contexts, emphasizing pronunciation, vocabulary, and conversational skills free from Russian linguistic interference. By promoting interaction with native English speakers and exposure to real-world language use, digital tools complement traditional classroom methods and enhance learning outcomes [4].

The results suggest that it is worthwhile for language learners to consider incorporating social media platforms into the learning process. This increases the efficiency of language acquisition, promotes more accurate pronunciation and grammar, and allows for deeper immersion in the cultural context of the target language. Due to the presence of Russian calques in Kyrgyzstan, the quality of language learning is often hindered, creating barriers for learners. However, these platforms demonstrate their ability to reduce the influence of the Russian language on the perception of people from Kyrgyzstan, thereby fostering a more favorable environment for language learners.These findings align with the increasing recognition of social media as a powerful tool for improving not only linguistic accuracy but also cultural competence in English learning.

According to the study, it has been suggested that the use of these media platforms increases the motivation, creativity and critical thinking of students. The result is consistent with the immersion theory of [1], according to which learning a language through films makes it possible to be surrounded by the language being studied and learn it in the most natural way, avoiding pressure and stress.

Social media platforms mimic this immersion experience by providing access to native speakers, real-world conversations, and cultural contexts essential for mastering pronunciation, vocabulary, and conversational skills. This is particularly crucial for EFL students in Kyrgyzstan, where conventional classroom settings might not offer ample opportunities for interaction with native English speakers [2].

The key conclusion from the study is that media-based learning is preferred over traditional educational methods. Participants reported that listening to videos or movies with native speakers significantly improved their pronunciation and vocabulary compared to standard classroom instruction. Many claimed that social media helped them get updated information about their courses and easily access materials and academic resources. They also believe that media platforms provide an opportunity to communicate with native speakers, thereby improving their vocabulary acquisition, pronunciation, speaking,writing and listening skills in the language being studied. This observation is consistent with Bray's (2019) view that films and similar media provide a rich linguistic and cultural experience that promotes critical thinking and deeper engagement.By exposing students to authentic language use in real-world contexts, these platforms help learners to develop a more natural and intuitive understanding of the language. The visual and auditory elements of these media also play a crucial role in reinforcing language patterns and improving comprehension. In addition, platforms such as TikTok and YouTube have been noted for their ability to make learning enjoyable and authentic, thereby reducing stress and maintaining student motivation. These insights underline the potential of media to complement and even elevate formal education.

Findings. We conducted a survey in order to find out frequency and effectiveness of usage of TikTok, YouTube, Netflix for learning English and learner's preference between traditional method and learning language with the help of media in case of Kyrgyzstan. This collected data gave us following results:

1.How often do you use platforms like TikTok, YouTube or Netflix for learning English?
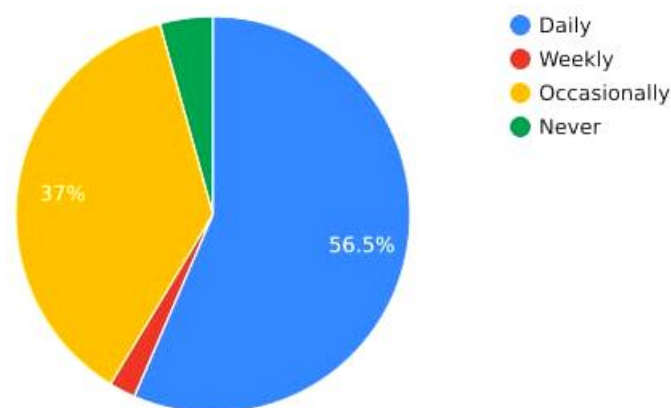

Figure 1. Frequency of Using Media Platforms for Learning English

According to this outcome, 56.5% of learners use this platforms on daily basis, 37% occasionally, 2.17% weekly and 4.35% never.

2. Which type of content do you find most effective for improving your language skills on these platforms?
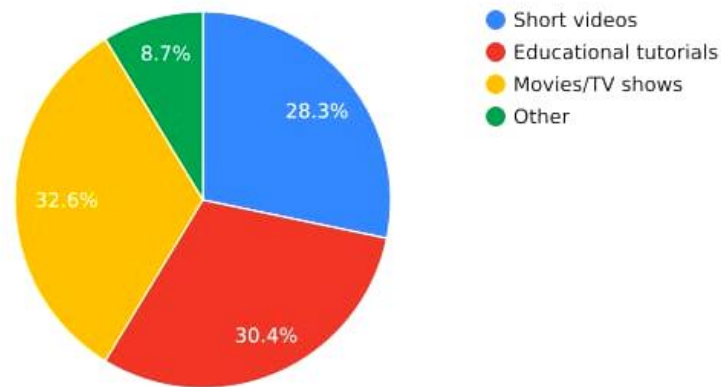
Figure 2. Most Effective Content Type for Language Learning

For this question 32.6% of learners answered that movies are effective for improving their language skills, 30.4% educational tutorials, 28.3% short videos and 8.7% other.

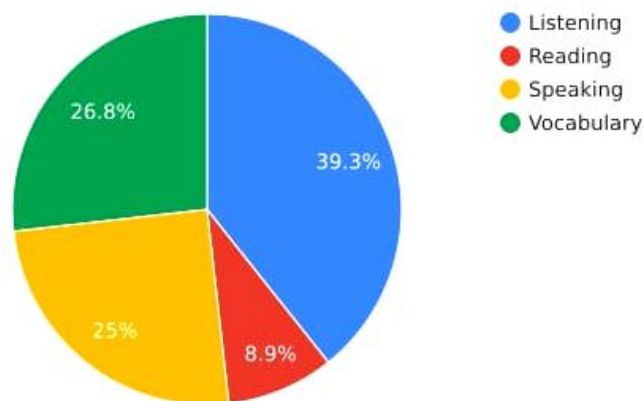3. What language skills have you improved the most by using media platforms?

Figure 3. Language Skills Improved Through Media Platforms

39.3% indicated that their listening skills has improved, 26.8% vocabulary, 25% speaking and 8.9% reading.

4. Do you feel that using media platforms for language learning is more engaging than the traditional methods?
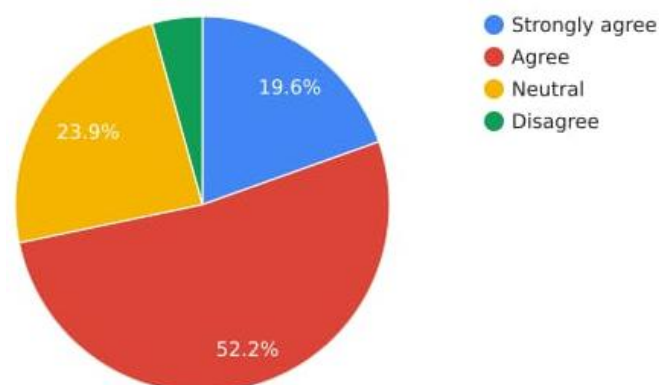

Figure 4. Engagement Level of Media Platforms vs. Traditional Methods

52.2% agree that using media platforms for language learning is more engaging, 23.9% are neutral, 19.6% strongly agree and 4.35% disagree.

We also asked why they agree or disagree that using media platforms for language learning is more engaging than the traditional methods.

According to the respondents: "Media platforms make language learning more fun, because the process occurs unconsciously through interesting content, this reduces stress and increases motivation making learning natural and effective".

Another respondent states that: "Platforms like TikTok and YouTube provide valuable and engaging content that helps language learners improve their skills. By listening to native speakers, learners can grasp pronunciation and pick up natural ways of speaking. Additionally, social media platforms like Instagram and TikTok offer o vpportunities to interact with native speakers, allowing for real-life conversational practice. Overall, these resources make language learning more dynamic and effective."

Another respondent mentioned that: "Netflix is useful for learning languages because it offers movies with subtitles, allowing us to hear dialogue while reinforcing vocabulary and comprehension skills."

One respondent expressed his disagreement: "A person learns language better by spending more time on reading books and watching movies than scrolling on social media."

Another respondent wrote: "I agree, because it is an exciting format, combining lear ning and recreation. This type of study is the most attractive."

Another one simply said that: "I agree, because it is more interesting that way."

In conclusion, media platforms such as TikTok, YouTube, and Netflix offer significant benefits for language learning by creating a more engaging, interactive, and enjoyable learning environment. These platforms provide learners with opportunities to enhance key language skills, including vocabulary acquisition, pronunciation, speaking, and listening. By exposing students to authentic language use in real-world contexts, these platforms help learners to develop a more natural and intuitive understanding of the language. The visual and auditory elements of these media also play a crucial role in reinforcing language patterns and improving comprehension.

Using TikTok, YouTube, and Netflix, students can engage with content that is both entertaining and educational, making language learning feel less like a traditional classroom task and more like a fun, immersive experience. This not only helps to sustain learners' motivation but also encourages them to practice language skills in a relaxed and natural setting. Moreover, the accessibility of these platforms allows for flexible learning, enabling students to practice at their own pace and revisit materials as needed.

The increasing role of technology in education, especially through platforms like these, underscores the importance of integrating digital tools to support language learning. By incorporating these modern resources, educators can create more dynamic and effective learning experiences that cater to the diverse needs of students in today's digital age. Ultimately, these media platforms not only facilitate skill development but also contribute to the overall success and enjoyment of language acquisition.

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