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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH INNOVATIVE PEDAGOGICAL APPROACHES: THE POWER OF SCRIPT-BASED AND IMPROVISATIONAL DRAMA

The article explores the integration of innovative pedagogical methods in teaching English as a second language, focusing on the implementation of script-based and improvisational drama techniques. Developed by Muhammet Çağrı Güzel at the University of California, the USA these methods aim to enhance learners' oral proficiency, motivation, and creativity. The study outlines techniques such as the "Hotline", "Yes, and", "Object + Yes, and", and the "PechaKucha" presentation format, which foster active participation, critical thinking, and spontaneous communication. By incorporating these dynamic strategies, students engage in real-life conversational scenarios, develop their language fluency, and strengthen their non-verbal communication skills. Additionally, the use of customized tongue twisters helps to improve pronunciation, addressing specific phonetic challenges faced by learners from different linguistic backgrounds. The findings suggest that these drama-based approaches create a supportive and stimulating environment, leading to significant improvements in students' confidence, collaborative skills, and language proficiency. This study highlights the importance of creativity and interaction in language learning, proposing these innovative techniques as effective tools for modern English language education.

Key words: English language learning, innovative teaching methods, script-based and improvisational drama, oral proficiency, pedagogical technology, language fluency, pronunciation, active learning.

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Инновациялық педагогикалық тәсілдер арқылы ағылшын тілін оқытуды жетілдіру: сценарий және импровизациялық драманың күші

Мақалада ағылшын тілін екінші тіл ретінде оқытудағы инновациялық педагогикалық әдістердің интеграциясы зерттеліп, сценарий негізіндегі және импровизациялық драмалық әдістерге баса назар аударылады. Калифорния университетінде (Дэвис, АҚШ) Мұхаммет Чағры Гүзел әзірлеген бұл әдістер студенттердің ауызша сөйлеуін, мотивациясын және шығармашылығын арттыруға бағытталған. Зерттеу белсенді қатысуды, сыни ойлауды және дайындықсыз кенеттен пайда болған қарым-қатынасты дамыту үшін «Hotline», «Yes, and», «Object + Yes, and», «PechaKucha» презентация пішімі сияқты әдістерді сипаттайды. Осы динамикалық стратегияларды жүзеге асыру арқылы студенттер шынайы өмірдегі сөйлесу сценарийлерімен танысады, тілде еркін сөйлеуді дамытады және вербалды емес қарым-қатынас дағдыларын нығайтады. Сонымен қатар, бейімделген жаңылтпаштарды қолдану әртүрлі тіл топтарындағы студенттерде кездесетін ерекше фонетикалық қиындықтарды жою арқылы айтылымды жақсартуға көмектеседі. Зерттеу нәтижелері көрсеткендей, бұл драмаға негізделген тәсілдер студенттердің сенімділігін, ынтымақтастық дағдыларын және тілдік құзыреттілігін айтарлықтай жақсартуға әкелетін қолдаушы және ынталандырушы орта жасайды. Бұл зерттеу тіл үйренуде шығармашылық пен өзара әрекеттестіктің маңыздылығын көрсетеді, бұл инновациялық әдістерді қазіргі заманғы ағылшын тілін оқытудың тиімді құралдары ретінде ұсынады.

Түйін сөздер: ағылшын тілін оқыту, оқытудың инновациялық әдістері, сценарий және импровизациялық драма, ауызша сөйлеу, педагогикалық технологиялар, еркін сөйлеу, айтылым, белсенді оқыту.

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**Улучшение изучения английского языка
с помощью инновационных педагогических подходов:
сила сценария и импровизационной драмы**

Статья исследует интеграцию инновационных педагогических методов в обучении английскому языку как второму, с акцентом на использование методов основанной на сценарии и импровизационной драмы. Разработанные Мухамметом Чагры Гюзелем в Калифорнийском университете (США), эти методы направлены на повышение устной речи, мотивации и креативности учащихся. В исследовании описываются такие методы, как «Hotline», «Yes, and», «Object + Yes, and» и формат презентации «PechaKucha», которые способствуют активному участию, развитию критического мышления и спонтанному общению. Внедряя эти динамические стратегии, учащиеся вовлекаются в реальные разговорные сценарии, развивают беглость языка и укрепляют навыки невербального общения. Кроме того, использование адаптированных скороговорок помогает улучшить произношение, устраняя специфические фонетические трудности, с которыми сталкиваются учащиеся из разных языковых групп. Результаты исследования показывают, что эти основанные на драме подходы создают поддерживающую и стимулирующую среду, что приводит к значительному улучшению уверенности студентов, их навыков сотрудничества и языковой компетенции. Это исследование подчеркивает важность креативности и взаимодействия в изучении языка, предлагая эти инновационные методы как эффективные инструменты для современного обучения английскому языку.

Ключевые слова: обучение английскому языку, инновационные методы обучения, сценарий и импровизационная драма, устная речь, педагогические технологии, беглость речи, произношение, активное обучение.

Introduction

The English language is a language of communication. We hardly ever imagine a communication, especially on international platforms without the English language, because it's a central language of international affairs. Therefore, there is a huge demand of learning the English as a second language. But the learning process isn't an easy path, that's why teachers, educators are designing different platforms and method for learning and teaching both for teachers and students as well. Nowadays, innovative technologies and pedagogical innovations come to assistance to accelerate the process of teaching and learning as well.

The term "technology" first appeared in foreign countries between 1904 and 1950, and it was associated with the use of technological tools and teaching programs in the pedagogical process. Technology refers to the set of methods for processing, preparing, or altering the shape, properties, or form of raw materials or semi-finished products during production to obtain a final product (Sanai, 2005: 48). And our attention is paid on educational/learning technology or pedagogical technology that refers to a set of methods used by the teacher, enabling the achievement of lesson objectives with maximum efficiency in the shortest possible time.

The term "learning technologies" (or pedagogical technologies) is used to refer to the set of teacher's techniques (methods of scientific organization of their work), through which the objectives of the lesson are achieved with maximum efficiency in the shortest possible time (Workshop on the methodology of teaching foreign languages, 2020: 72).

V. Bespalko defines "pedagogical technology" as the design of a specific pedagogical system implemented in practice, while the methods and techniques used in accordance with pedagogical conditions are merely its components. It is the organizational and procedural design (algorithm) for implementing the educational process using content-based techniques (Bespalko, 1995).

Additionally, B.T. Likhachev states that "pedagogical technology is not a rigid, unchanging mechanical structure, but rather the core of the constantly evolving interaction between the student and the teacher, a content-organizing framework" (Likhachev, 2010). He further explains that the essence of pedagogical technology is to create the necessary conditions for the development of creative abilities.

According to G.M. Kussayinov, pedagogical technology is something beyond conventional understandings. It is not merely the teaching process where the teacher strives to achieve planned educational and upbringing goals and outcomes. Instead,

it is the process of self-learning and mutual learning among students under the guidance of a professional teacher. It involves mastering the specific types of activities outlined in the curriculum and educational programs, with changes and transformations occurring at each stage of this process (Kussayinov, 2012).

One of the tasks set before professionals in the field of education is to continuously improve teaching methods and to master modern pedagogical technologies and accordingly in today's society it's impossible to image the teaching process without innovation. Because innovation is everywhere. Nowadays, teachers are using innovative and interactive methods during lessons, which contributes to making the lessons both high-quality and engaging.

Materials and methods

The study is mainly about using innovative teaching methods of the English language particularly about pedagogical approaches developed by Muhammet Çağrı Güzel from the University of California, Davis, the USA. The script-based and improvisational drama are basic methods discussed in the article, which aim to improve and enhance accuracy, fluency and motivation of learners. They are student-centered and collaborative. These methods are for learners of the English language as a second language. The following improvisational drama techniques are used in this study: hotline (an exercise dedicated to non-verbal communication), yes and (a task based on building conversations in pairs or groups using affirmative statements that promote creativity and continuity), object + yes and (an improvisational task which pushes students to develop creativity and imagination), PechaKucha presentation (a structured presentation format with a definite rules aimed to develop spontaneous and creative thinking abilities), tongue twisters (a task designed specifically for native speakers of the learners' language to improve their pronunciation of challenging definite English sounds). The article shows how these pedagogical approaches can be implemented and applied in real life classes with a certain set of examples. All these tasks are devoted to enhance their creative, imaginative, problem-solving thinking abilities and fluency as well. The main aim of these tasks is creating a student-centered environment where they can feel themselves comfortably so that they can employ the acquired knowledge, skills and drills in real life situations. The following method can be used in

order to track the students' performance: observation method (it's used to monitor students' areas of improvements), data collection (observation can be recorded during each quarter to identify language progress in oral proficiency, and teamwork abilities), feedback from students (it's used to assess their motivation and comfort level).

Literature review

The word "innovation" comes from the Latin word "novis", meaning "new", and "in", meaning "to introduce". The word "innovation", when translated into Kazakh, means novelty, innovation, or change. In the pedagogical process, innovation refers to the introduction of new elements in teaching and educational methods, forms, goals, content, as well as in the organization of the collaborative activities between the teacher and the learner (Zhumakhemtova, Eralieva, 2018: 22).

In Kazakhstan, the first scholar to define the term "innovation" in the Kazakh language was Nemerbai Nurakhmetov. He offered the definition: "innovation, or the innovation process, refers to the separate function of educational institutions related to creating, mastering, applying, and disseminating new ideas".

When we consider the concept of "innovation", many scholars have provided different definitions. For example, E. Rogers explains innovation as "an idea that is new to a specific individual". Miles describes it as "a deliberate new change" (Rodgers, 2006).

V.I. Zagvyazinsky suggests that "innovation in pedagogy is not only ideas, methods, and technologies that have not been previously proposed or used, but also a set of progressive initiatives, or individual elements of the pedagogical process, that enable the most effective solutions to educational and upbringing tasks in the changing conditions of life" (Zagvyazinsky, 1982).

A comprehensive classification of pedagogical innovations and new implementations can be found in the works of N.R. Yusupbekova. The scholar introduced and scientifically substantiated the terms "educational innovations" and "pedagogical innovation", which are considered synonymous within the field of pedagogy. N.R. Yusupbekova developed pedagogical innovation as an independent branch of pedagogy with its own object, subject, and methods. The author describes "pedagogical innovation" as a complex and multi-faceted concept (Yusupbekova, 1992: 23).

Pedagogical technology is a set of actions that renew the teacher's professional activities and allow for achieving systematically planned outcomes. The main goal of pedagogical technology is to fully achieve the intended objectives by enhancing the learner's educational and cognitive activity. This is where the effectiveness of pedagogical technology comes into play (Klarin, 1995).

The key characteristics of modern pedagogical technologies in foreign language teaching include:

- effectiveness (a high level of achievement of the set educational goal by each student),
- efficiency (a large amount of material is mastered in a unit of time with minimal effort required to learn the material),
- ergonomics (learning takes place in a cooperative environment, with a positive emotional climate, without overload or fatigue),
- high motivation in learning the subject, which increases interest in lessons and allows for the development of the learner's best personal qualities, revealing their potential abilities (Morozova, Sharapova, 2022: 3544).

Innovative pedagogical activity contrasts with the conventional stereotypes of teaching, upbringing, and development. It goes beyond established boundaries and aims to shape a teacher capable of working independently, creatively, and in their own unique way. (Khomeriki, 1993: 9). Innovations do not arise on their own; they result from the scientific research and advanced pedagogical practices of individual teachers and entire teams. The primary goals of modern educational technologies include:

- Developing foundational knowledge among students that enables further learning, working, and retraining;
- Fostering a creative type of personality, the ability to work in groups and think analytically, resilience, and project-based thinking.

In the methodology of teaching foreign languages, modern teaching technologies include: collaborative learning, project method (project technologies), student-centered learning, distance learning, use of a language portfolio, computer and audiovisual technologies and the script-based and improvisational drama methods.

Results and discussion

In our country English is primarily taught making focus on grammar rules and vocabulary skills that is a memorization-based approach as a traditional method of teaching. But in real-life situ-

ations students are unable to utilize the language properly and confidently because of not having real English-speaking environment and they are stuck on the frame of English formulas/structures. And accordingly, teachers don't use updated and innovative methods of teaching. We'd like to share some innovative teaching methods which will be helpful for students. These methods are coined from the university of California, where we are having our scientific internship within the program "Bolashak". The methods we are going to share are introduced by Muhammet Çağrı Güzel who is a PhD candidate in the graduate group in Education at the University of California, Davis (UCD), specializing in second language acquisition (SLA), improvisational drama, and teacher education. His research focuses on the integration of immersive virtual reality and improvisational drama to enhance SLA.

The approaches launched by Muhammet Çağrı Güzel are called the script-based and improvisational drama. According to him "it is an advanced and student-centered teaching methodology in which participants work collaboratively to develop oral proficiency by taking their motivation and reactions into consideration. This approach can considerably help learners increase their confidence, self-esteem and motivation. Furthermore, improvisational drama, which promotes a free and learner-centered atmosphere in educational settings, can advance students' language skills, especially speaking by providing a creative and stimulating context" (Güzel, 2017: 8). The speaking skills are the most important drills in language process, because without it it's impossible to imagine the interaction between communicators and it's very difficult to feel yourself a part of community. That's why the method of drama is used. The main purpose of it is to create live conditions in order to use the language in various context without any preparation. It just pushes the learners out of their comfort zone and make their brain respond accordingly. Usage of drama in the second language acquisition can have a great positive impact on students' confidence and motivation (Chauhan, 2004: 10). All four language skills can be mastered effectively through drama which is a powerful language teaching tool that formulates creative and stimulating context (Zyoud, 2010).

Over time of practice students start to act like in a play or performance by creating and responding to given tasks via enhancing all four skills: reading, writing, listening and of course speaking. According to Guzel, drama is a very effective tool to enhance the speaking ability in real-life contexts

via using non-verbal communication such as facial expressions (Güzel, 2017: 15). The young scientist Muhammet Çağrı Güzel suggests the following techniques of the script-based and improvisational drama:

- hotline
- yes, and
- turn taking
- object +yes, and method
- presentation
- usage of tongue twisters.

Let's consider each of them in detail and clarify its effectiveness on set of examples. The first technique is called a hotline. The main rule of this improvisational method is no use of verbal language, instead non-verbal language in a form of gestures, body language, eye contact can be applied and only one hand must be used and the second hand must be at back. Students should stand on a straight line and one of students or a teacher should create a question and students should find the answer to the question by communicating with the person next to him using only non-verbal language and they should move along the line till the end. For example, the teacher or a student asks a question: What year were you born? The eldest should stand on the right side while the youngest should take the left side of the line. And only one minute will be given to fulfil this task. Then students should find the answer of this question and find their places in a line. When the time is off, students should give the answers. After we can see the results of the body language used. This task is very quick and interesting. This process can give the following results:

- students start to act as if they are really engaged in a real-life situation but in a stress-free learning setting. It helps students to encode the information from the body language, because body language conveys a message and the right interpretation of the message is a half work of a good communication.

- it also enables students think quickly and develop their imaginative and creating thinking abilities.

- the language learning process is easy and fun, that's why it helps to develop students' motivation and do their best.

The second innovational method of acquiring a foreign language is the method which is called "Yes, and". It's implemented via communication first between 2 students, then gradually turning to a bigger group consisting of several pairs depending on the number of students. The communication is started by

the first student in a form of statement. The next conversation must be started by the usage of the expression "yes, and" at the beginning of the sentence by both communicators. The second student continues the communication started by the first student with the expression "yes and". The conversation should logically be continued and semantically linked to students' utterances. The interlocutors can agree or disagree with the communicator, but the main rule is that both of them cannot use questions and after the expression of "yes, and" students should follow the structure of the sentence in a form of statement and then can express their attitude (disagreement, agreement, complain and so on), but the main topic of the conversation should be preserved and it lasts for 3-4 turns. First, it's done between 2 students. After the whole group get adjusted to this task, the conversation is held among the group. Pairs of students should stand face to face to each other along the line and the first pair starts the conversation in 2 turns and after it will be continued by the second pair and till the end. The second version of this task is a bit difficult because all students should be involved in the conversation and follow the speech of each student so that they can be able to logically connect the conversation and align with the group.

Let's try to give examples:

Student 1: – I think group projects can be really stressful sometimes.

Student 2: – Yes, and it's even worse when not everyone contributes equally.

Student 1: – Yes, and that makes it frustrating for the ones who are doing most of the work.

Student 2: – Yes, and it often feels unfair when you all get the same grade despite uneven effort.

Student 1: – Yes, and I wish teachers would notice that and grade individually based on effort.

Student 2: – Yes, and that would definitely motivate everyone to put in their best work from the start.

In the given example you can see the first statement of the conversation is started by the statement (affirmative sentence) and then all around it continues with the expression "yes, and" at the beginning of each turn and there are no questions asked to each other. The topic of the conversation is kept till the end.

Let's try to give one more example of the extended version of the task "yes, and" that is in a group. This is a conversation among a group consisting of 10 students, 5 pairs of students having 2 turns for each pair. The very first sentence of the

whole group conversation starts with a statement and all other turns of all pairs start with “yes, and”.

Pair 1:

Student 1: – I think social media is a great way to stay connected with friends.

Student 2: – Yes, and it lets you keep up with people you wouldn’t normally see every day.

Student 1: – Yes, and it makes sharing moments, like pictures and updates, so much easier.

Student 2: – Yes, and it helps you stay informed about what’s going on in the world, but sometimes it can be overwhelming.

Pair 2:

Student 3: – Yes, and it can also distract you from more important things like studying or real-life interactions.

Student 4: – Yes, and spending too much time on it can make you feel disconnected from the real world, even though you’re connecting online.

Student 3: – Yes, and sometimes it sets unrealistic expectations because people only show their highlights.

Student 4: – Yes, and that can definitely lead to comparison and negatively affect your self-esteem.

Pair 3:

Student 5: – Yes, and it can be addictive if you’re not careful about how much time you spend on it.

Student 6: – Yes, and it’s easy to lose track of time when you’re constantly scrolling through posts and updates.

Student 5: – Yes, and balancing social media with real life is important, but not always easy.

Student 6: – Yes, and some people even take breaks from it to focus more on themselves, which I think is healthy.

Then the conversation continues depending on how many pairs are involved in the conversation. The conversation task “Yes, and” is a great opportunity for students to develop all their skills in a very interesting and intriguing way. Here are learning outcomes that we encountered during lessons conducted by a teacher Muhammet Çağrı Güzel of the University of California, department of Linguistics:

1. *Communication skills:*

- Turning from passive listening into active listening: students must listen and follow the conversation carefully in order to respond and logically connect the conversation by developing active listening.

- Avoiding questions: the structure forces students to utilize statements and build their ideas and point of views without questions which accelerates their imaginative and creative thinking abilities and maintaining the coherent discussion.

2. Critical thinking and problem-solving abilities:

- Logical connection of conversation: students develop their critical thinking abilities by examining the flow of the conversation and responding to it immediately.

- Contextual situation: students develop their problem-solving abilities by adapting to different views in spite of being forced to agree with the previous statement and building flexibility and intellectuality in putting forward their own idea that can be totally different.

3. Working in a team:

- Being a part of a team: Students must collaborate effectively to build a meaningful conversation and they start to feel themselves comfortable when they feel that their contribution is valued.

- Setting own point of view: Students must be able to show respect and politeness towards their interlocutors and add their own thoughts in a well-structured format. The task teaches students to accept one’s views and find ways of expressing themselves.

- Building warm social relations. Since students must agree with the initial thoughts and build up on other’s ideas, they practice non-confrontational discussion methods. These help students to improve social relationships and reduce conflict in communication.

4. Creativity and Imagination:

- Generating new ideas: Students should be able to generate new ideas when they’re given turn and react immediately in an imaginative way.

- Creativity: The “Yes, and” task encourages students to be creative in their responses and improvisational nature of the task keeps students actively engaged and highly motivated.

5. Language Enhancement:

- Developing vocabulary. Students can develop their vocabulary by listening to others and using diverse phrases in their own speech.

- Developing grammar. Students can reinforce the proper usage of sentence structure following the rules of the task and they can also develop to formulate correct compound sentences without questions.

6. Real Conversation Practice:

- Developing social interaction: students practice understanding the perspectives of their peers and as the result they build respectful conversation by using proper speech etiquette.

- Building Confidence in expression: the task teaches students to express their views in a confident and relaxed way without fear of rejection as the

task itself ensures the affirmative agreement of the previous statement.

The next task is continuation of the “yes, and” task and it accelerates students’ improvisational and creative, imaginative thinking abilities. It is called “Object +yes, and” method. Students should create any imaginative/real object (he can name it) and treat it as it’s a real object (by touching, playing with, smelling and so on) and they should handle it to the communicator next to him. And the next student should hold the first student’s object and continue the conversation with “yes, and” format and decides what to do with it. And the second student creates his own object and gives to the next student and so on. The same scenario will be continued till the end.

Let’s try to illustrate it with examples:

Pair 1:

Student 1: (*holds a ball*) This is my favorite “Bouncing Ball,” and when you throw it, it bounces super high, almost touching the ceiling! (*bounces the ball and hands it to Student 2*).

Student 2: Yes, and it’s so lightweight that you can spin it on your finger like a basketball! (*spins the ball and then sets it down*). Now, I’ve got this “Scented Candle”—it smells like fresh pine trees in the forest (*holds the candle and gives it to Student 3*).

Pair 2:

Student 3: Yes, and when you light it, the scent fills the entire room, making you feel like you’re camping outdoors (*sniffs the candle before putting it down*). Here, I’m holding a “Musical Box” that plays a beautiful tune every time you open it (*opens and pretends to play the box while handing it to Student 4*).

Student 4: Yes, and you can change the melody by twisting the tiny key on the side to play different songs! (*turns the key and hums along, then sets it aside*). Now, I’m passing you a “Flying Frisbee” that soars through the air even with the lightest throw (*tosses it gently to Student 5*).

Pair 3:

Student 5: Yes, and it glides so smoothly that it feels like it’s floating in the air (*catches it and throws it again before putting it down*). Now, I’ve got a “Squishy Stress Ball” that feels so soft and stretchy when you squeeze it, it melts in your hand (*squeezes and hands it to Student 6*).

Student 6: Yes, and when you squeeze it hard enough, it changes color from blue to green! (*squeezes and watches it change, then puts it down*). Finally, I’ve created a “Color-Changing Mug” –

when you pour a hot drink inside, it lights up with beautiful patterns (*holds it up, ending the conversation*).

The “Object + Yes, and” improvisational task provides a rich learning experience for students. These are the learning outcomes:

1. *Communication and listening skills:*

- Listening skills: students start to turn from passive listening to active listening. Because they have to listen careful to object description in order to be able to logically connect and build on previous statement.

- real-world communication skills: the logical sequence of idea should be kept, but at the same time students should be able to generate their own point of view in a polite way. This task teaches respect and appreciation for others’ contributions, which is essential in professional and social settings. Students learn to practice non-verbal communication by examining body language, gestures and eye contact which are great tools that give additional information about the conversation.

- Confidence-building: The task creates a safe, non-judgmental space where students can express themselves without fear, helping them build confidence in their communication skills.

2. *Developing different types of thinking abilities.*

- fostering creativity: improvisational task forces students to be creative in creating imaginary object and the linguistic patterns they use in holding the object to the next person. In return, students should be spontaneous in their responses which encourages students to think outside of the box.

- improving critical thinking and problem-solving abilities: students should examine and filter their thoughts to make sure that they are relevant and flowing by doing critical analysis and assessment.

Their responses are spontaneous and quick, that’s why they should be quick in making decisions.

3. *Language proficiency.*

- enhancing vocabulary: student can enrich their vocabulary by talking on diverse topics.

- grammatical structures: students better learn and memorize from their peers and self-assessment helps them to use grammatical organization of the speech correctly.

- developing speaking fluency: students can develop their speaking skills by keeping the conversation flowing without pauses and using smooth transition. They can also develop their narrative skills by describing imaginary object.

The next improvisational task is a presentation. The main rule of this task is to use only 20 slides, each in 20 seconds and only pictures are allowed. It's "20 slides x 20 seconds" presentation format, often called PechaKucha. It's focused on the development of creative thinking. The topic of a presentation should be in the scope of theme students are not familiar with. It's a home assignment, but no scripts should be written beforehand. A thesis or a plan of a presentation can be made in advance, but the speech should be spontaneous.

Let's try to provide a brief spontaneous speech outline for each of the 20 slides based solely on pictures. Since I can't provide pictures, I'll outline the content that the images should reflect, along with a spontaneous 20-second speech for each slide. Let's assume the theme is "*The Power of Innovation in Education*".

Slide 1: Image of a lightbulb (symbolizing an idea)

Speech: Innovation starts with a simple idea – a moment of inspiration that can change the way we think and learn. Just like a lightbulb, one bright idea can illuminate countless possibilities in education.

Slide 2: Image of traditional classroom.

Speech: Here, we see the classic setup. Rows of desks, a chalkboard – this is where education began for many of us. But times have changed, and so have our approaches to teaching and learning.

Slide: Image of a child holding a tablet

Speech: Now, students have the world at their fingertips. The digital age allows them to access vast resources, learn independently, and engage with interactive content – no longer confined to the four walls of a classroom.

Slide 4: Image of a teacher and students using VR (virtual reality)

Speech: With technologies like virtual reality, education can transport students to places they've never been, whether it's ancient Egypt or outer space. It's immersive, engaging, and expands the limits of traditional learning.

Slide 5: Image of a brain (symbolizing critical thinking)

Speech: Innovation isn't just about tools; it's about encouraging critical thinking. Modern education nurtures minds that don't just absorb information, but challenge, analyze, and create new knowledge.

Slide 6: Image of students collaborating

Speech: Collaboration is key. Innovative education fosters teamwork, where students work together

on projects, solve problems collectively, and learn from each other's strengths and perspectives.

Slide 7: Image of computer code screen

Speech: Coding is one of the most valuable skills today. Teaching students to code isn't just about computers – it's about logical thinking, creativity, and preparing them for the future of work.

Slide 8: Image of online learning platforms (e.g. Coursera, Khan Academy)

Speech: Education isn't limited to a physical space anymore. Platforms like Coursera and Khan Academy bring education to millions worldwide, breaking barriers of geography and providing access to high-quality resources.

Slide 9: Image of a student giving a presentation

Speech: Innovation in education also focuses in communication skills. Students today are encouraged to present, discuss, and express their ideas confidently, preparing them for real-world challenges.

Slide 10: Image of a child learning with robotics

Speech: Robotics and STEM education are on the rise. Teaching students to build and program robots enhances problem-solving skills and creativity, preparing them for the technology-driven world.

Slide 11: Image of a tree growing (symbolizing growth)

Speech: Education is all about growth. Innovation helps nurture the growth of not only knowledge but also skills, creativity, and personal development, ensuring students are prepared for an ever-evolving world.

Slide 12: Image of a group of people from different cultures

Speech: In today's globalized world, students learn to work across cultures and embrace diversity. Innovation in education encourages inclusivity and helps create understanding and cooperation between different groups.

Slide 13: Image of a mind map (symbolizing creativity)

Speech: Creativity is at the heart of innovation. We teach students to think outside the box, use creative problem-solving techniques, and explore multiple solutions to challenges, just like creating a mind map.

Slide 14: Image of a student learning through a game (gamification)

Speech: Gamification is revolutionizing learning by making education fun and engaging. Through games, students can develop problem-solving skills, compete in friendly ways, and stay motivated to learn.

Slide 15: Image of a teacher mentoring a student

Speech: Innovation also lies in mentorships. Education isn't just about transferring knowledge – it's about guiding students, helping them find their passions, and shaping them into future leaders.

Slide 16: Image of a 3D printer

Speech: 3D printing is opening up a world of hands-on learning. Students can now bring their ideas to life, designing and printing models, enhancing their understanding of engineering and creativity.

Slide 17: Image of a world map (global learning)

Speech: Education is global now. Students can connect with peers from different countries, exchange ideas, and learn about different cultures, creating a more interconnected and informed global community.

Slide 18: Image of students learning outdoors (experimental learning)

Speech: Not all learning happens in the classroom. Experimental learning – through field trips, nature explorations, and hands-on projects – helps students apply what they learn to the real world, enriching their educational experience.

Slide 19: Image of a Graduation Cap (Symbolizing Success)

Speech: The ultimate goal of innovation in education is success – not just in terms of grades, but in preparing students to succeed in life. We aim to create lifelong learners who are adaptable and capable in the face of future challenges.

Slide 20: Image of a Bright Horizon (Symbolizing the Future)

Speech: The future of education is bright. With innovation at the forefront, we're equipping the next generation to not only meet the challenges ahead but to thrive and make the world a better place.

This structure offers a 20-slide framework where each image represents a key point in a discussion on innovation in education. You can adapt this to different themes, but the idea is to allow the images to drive the story and use spontaneous commentary to create an engaging and dynamic presentation. It enhances the following learning outcomes:

1. Public speaking skills: Since students have only 20 seconds for each slide, they should be accurate and concise in delivering their speech. They can develop public speaking skills by delivering speech in front of the audience for several times.

2. Developing creativity: Students can foster their creative thinking abilities by choosing proper

images and putting them in logical sequence so that their speech is flowing and systematic well organized.

3. Time Management: The PechaKucha format teaches students to prioritize important information and focus on an important idea within a fixed time frame.

4. Visual communication. Choice of images is very important, because the processes of decoding and encoding should be sense for everyone. Students can learn to utilize images that convey messages and comprehensible.

5. Audience awareness: students should take into consideration the needs and demands of the target audience and should adjust the used images to the world view of the audience in order to make their speech easy-flowing and understandable.

Each language group has specific sounds in English that are difficult to pronounce due to the differences between their native phonetic systems and English phonology. The last task that we'd like to share is usage of tongue twisters adopted to mother tongue of learners in order to enhance pronunciation skills and practice particular sounds that are difficult for learners. Let's try to give few examples of sounds that may be difficult for some nationalities. For example, for Korean speakers sounds /f/ and /v/ are difficult, because Korean does not have distinct sounds for /f/ and /v/. They tend to pronounce /f/ with /p/ and /v/ with /b/, because these sounds are similar in articulation but differ in voicing (voiced vs. voiceless): "fine" might be pronounced as "pine", and "van" might sound like "ban". Japanese lacks the /v/ sound, so speakers often replace it with /b/: "very" might be pronounced "bery". The /l/ sound in Mandarin is different, and it is often confused with /n/ in certain contexts because Mandarin allows interchangeability of /l/ and /n/ in some dialects: "lake" could be pronounced as "nake". The /h/ sound does not exist in French, so French speakers may drop it entirely when speaking English: "house" might sound like "ouse". For Kazakh speakers, several sounds in English can also be challenging due to the differences in the phonological systems of Kazakh and English. For example, the /w/ sound is not native to Kazakh, so many Kazakh speakers may replace it with /v/, /u/, or sometimes /b/, depending on the word: "west" might sound like "vest" or "uest". The reason for this is the /w/ sound in English requires rounding the lips while making a voiced sound, which is not common in Kazakh.

Here are English tongue twisters specifically designed for Kazakh speakers learning English, targeting difficult English sounds for Kazakh speakers, such as /θ/, /ð/, /w/, /r/, /v/, and consonant clusters. These tongue twisters help improve pronunciation skills while focusing on sounds not typically found in Kazakh.

1. Practicing /θ/ (“th” as in think) and /ð/ (“th” as in this)

The “th” sounds can be challenging for Kazakh speakers as these sounds don’t exist in the Kazakh language. The tongue twister “*Thirty-three thieves thought they thrilled the throne*” helps practice both voiced and unvoiced “th” sounds.

2. Practicing /w/ and /v/

The Kazakh speakers often confuse the English /w/ and /v/ sounds, as Kazakh doesn’t have a similar distinction. The tongue twister “weaving woolly vests while waving velvet vines” focuses on distinguishing between /w/ and /v/.

3. Practicing /r/ (English retroflex “r” vs rolled “r”)

The Kazakh speakers tend to roll their /r/ sounds, so this tongue twister emphasizes the English retroflex “r”. The tongue twister “Rob ran rapidly round the rocky road” helps learners produce “r” without rolling it.

4. Practicing final consonant clusters

The Kazakh syllables usually end with vowels, making consonant clusters difficult. This tongue twister helps practice ending consonants like /st/, /nd/, /ld/. The tongue twister “the last frost found Fred fast on the forest’s edge” focuses on clear pronunciation of consonant clusters at the end of the words.

5. Practicing /f/ and /p/

The Kazakh speakers often replace /f/ with /p/, as Kazakh lacks the /f/ sound. This tongue twister emphasized the distinction between these sounds. The tongue twister “Philip found fifty fish flipping fiercely” encourages learners to differentiate between /f/ and /p/.

These mentioned tongue twisters will be very helpful for the Kazakh learners learning English in fostering the following aspects of the foreign language: 1) mastering difficult sounds such as /the/,

/w/, /v/, and /r/; 2) improving their fluency with English consonant clusters; 3) enhancing awareness of sound distinctions that are not present in their native language; 4) building confidence and muscle memory for pronouncing challenging English sounds through fun, repetitive exercises. Overall, these exercises are designed to make learners more comfortable with common English phonemes and help them sound more natural and confident when speaking English.

Conclusion

The tasks which are developed in the approaches launched by Muhammet Çağrı Güzel that are called the script-based and improvisational drama are very effective, fun and easy-going for learners of all ages. There are the following learning outcomes of the tasks: 1) communication skills: improve active listening, logical sequence, spontaneous speaking abilities, clarity; 2) critical thinking: develops quick decision-making and logical reasoning, adapting to new ideas; 3) collaboration: develops teamwork, adaptability, respectful disagreement, and shared goals; 4) creativity: fosters imaginative thinking, innovative storytelling and narration; 5) language skills: enhance speaking, listening skills, vocabulary expansion, proper grammar use; 6) social and emotional skills: build confidence, empathy, and conversational anxiety reduction; 7) real-world application: learning natural conversation flow and real-life interaction strategies and using non-verbal communication; 8) perspective-taking: fosters open-mindedness and respect for others’ opinions; 9) structured thinking: reinforces staying on topic and maintaining cohesion; 10) public speaking: develops concise, confident, and spontaneous speaking abilities; 11) time management: effective prioritization and use of time within strict limits; 12) visual communication: using images creatively and meaningfully to support the message; 13) multi-modal communication: integrating visual, verbal, and non-verbal communication; 14) flexibility: applying the format to a variety of subjects and topics; 15) improved pronunciation: sound differentiation, articulation, strengthening speech muscles.

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Date of receipt of the article: August 8, 2024.

Accepted: November 11, 2024.