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Evaluation of the attitudes of students trying to learn native language speaking skills through online learning environments and their teachers' views in this regard

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ABSTRACT

The aim of the research is to evaluate the attitudes of students striving to attain native language speaking proficiency in online learning contexts, alongside the viewpoints of their instructors regarding this issue. The researchers collected quantitative data using a tailored speaking competence attitude scale for language. The researchers developed a semi-structured interview format for educators to evaluate their perspectives in the qualitative component of the study. A four-week online training program aimed at enhancing Kazakh language speaking skills was implemented for the fourth-grade primary school students participating in the research. The language-adapted scale was administered to the participating students on two occasions, with a four-week interval between evaluations. The descriptive analysis method was utilized in the assessment of qualitative data. The research concluded that online learning applications significantly enhanced students' speaking skills and attitudes. The findings suggest that male and female students possess comparable views towards speaking skills. Most primary school educators indicated their endorsement of interactive online learning to enhance pupils' proficiency in speaking the Kazakh language. The majority of teachers identified the support of students in extracurricular activities as a benefit of interactive online learning for enhancing Kazakh language speaking skills, while technological issues were noted as drawbacks.

Contribution/Originality: This study contributes to the existing literature by examining students' attitudes toward learning native language speaking skills through online environments and teachers' related views. It is one of the few studies that provides a comparative pedagogical evaluation of both perspectives, highlighting implications for effective digital language teaching practices.

1. INTRODUCTION

The emergence of digital technology has profoundly altered educational paradigms, especially in language acquisition (Uzunboylu & Ozcinar, 2009). Online learning for native languages has become a significant aspect of

modern education, providing students with unparalleled access to linguistic resources and interactive learning experiences (Winch, 2025). This mode addresses diverse educational disparities by offering flexible and accessible solutions that accommodate varied learning styles and programs. As students engage with the intricacies of language acquisition in a virtual realm, their perceptions of these online learning settings warrant meticulous scrutiny.

Students' motivations for participating in online language classes are diverse, with technology serving as a catalyst for increased engagement. The inherently adaptable structure of online courses enables students to learn at their own pace and schedule, a characteristic that directly enhances convenience and accessibility (Bakeer, 2018; Hamouda, 2020). These attributes are especially essential for individuals managing various obligations, hence eliminating conventional obstacles to language acquisition. Moreover, online platforms enable students to access a broader array of resources and, importantly, facilitate connections with peers and instructors from diverse geographical locations, thereby enhancing their learning experiences.

The research demonstrates that both intrinsic and extrinsic motivations greatly influence students' decisions to engage in online learning of their native languages. Students inherently desire to enhance their speaking proficiency and develop fluency in a language that aligns with their personal or professional goals. They can seek qualifications, enhance work opportunities, or improve communication skills in multilingual settings. The contact among peers in virtual classes serves as a significant motivator, as collaborative learning fosters a sense of community and shared duties among students (Chien, Hwang, & Jong, 2020; Zou, Liviero, Hao, & Wei, 2020). This interplay of impulses highlights the intricate landscape of online education in one's native language, where individual goals are complemented by the social dynamics of the virtual classroom.

Teachers' views profoundly influence motivating elements and their impact on commitment and efficacy in online language teaching (Ayelaagbe, 2025). Educators frequently regard online learning as a valid and successful approach to enhancing student engagement, especially when suitable pedagogical practices are employed. Faculty members generally view online environments as conducive to enhancing student autonomy and self-regulation, associating these qualities with beneficial learning outcomes (Fazi, 2018; Manegre & Sabiri, 2022). Furthermore, educators should emphasize the capacity for differentiated instruction within these platforms, enabling the customization of learning experiences to accommodate the requirements of individual students.

Moreover, educators acknowledge the difficulties and constraints associated with online learning of native languages. Although many welcome the prospects offered by digital platforms, they often voice apprehension regarding the differing degrees of engagement and accountability of students that may emerge in both asynchronous and synchronous formats (Divayana, Heryanda, & Suyasa, 2022). Educators must reconcile the advantages of technology with the necessity of sustaining student motivation and interaction, which differ among individuals. Consequently, ongoing training and development for educators in the digital educational landscape are essential to optimize the effectiveness of online native language programs.

The landscape of online mother language education is defined by the interplay of technological advancement, diverse goals, and varying perceptions among educators. By understanding the factors that influence student engagement and the challenges educators face, stakeholders in the educational community can develop highly effective online language learning experiences that resonate with contemporary students. The transition to online native language learning environments has introduced numerous issues that significantly impact students' attitudes and learning outcomes. Technical challenges, particularly unreliable Internet connections and insufficient access to essential hardware or software, constitute major obstacles for students participating in virtual education (Gular, 2020). Technological obstacles frequently exasperate students, resulting in diminished enthusiasm and commitment, both essential for language acquisition (Rasyid, Ibna Seraj, Ghofur, & Asrifan, 2023). The difficulties of managing many platforms without enough technological help might result in feelings of isolation and powerlessness among students, detracting from their overall educational experience.

A further difficulty impacting students' attitudes towards online language learning is the lack of face-to-face connection. The traditional classroom configuration facilitates spontaneous dialogue, nonverbal communication, and relational bonds between peers and instructors, elements that can diminish in virtual environments (Cong-Lem, 2018). The absence of physical presence may result in diminished student participation, since numerous students report feelings of detachment that impede collaborative learning experiences and essential interpersonal interactions necessary for language development. Furthermore, varying degrees of digital literacy result in disparities in the efficacy of online learning, as pupils possess differing abilities to use technology for educational objectives (Mutambik, 2018). Some students may find themselves at a disadvantage, which can affect their confidence and overall attitude towards online learning modalities.

Educators share nuanced perspectives regarding the impact of technology on students' participation and the effectiveness of learning in online environments (Kurniati, Okilanda, Syaputri, Seftika, & Tristiana, 2025). While some instructors express optimism about the potential for online platforms to provide innovative pedagogical approaches and flexible learning opportunities, others express concerns about their effectiveness in meeting the diverse needs of students (Wang & Fang, 2020). The ability to promote significant interactions and offer attractive content often depends on the familiarity of an educator with technological tools and their integration into instructional design. This divergence in attitudes between teachers can reflect broader systemic problems that surround professional development and institutional support for online teaching.

Proper training and support for teachers are crucial in addressing these difficulties. With solid training programs, educators can develop the necessary skills to use effective online teaching strategies, build interactive digital classroom environments, and adapt their approaches to meet the different students' needs. Research underscores the significance of ongoing professional development, prompting instructors to engage in workshops, collaborate with peers, and acquire knowledge on optimal practices for online teaching, thereby enabling effective utilization of technology (Canals & Al-Rawashdeh, 2019; Lee, Lee, & Arifah Drajati, 2019). Professional development initiatives also provide a platform for educators to share concerns and challenges, thus improving their collective efficacy to promote student participation.

In light of the panorama in the evolution of native language learning online, it is imperative to consider the future trajectory of technology in educational contexts (Fehaima, 2024). The rapid advance of digital tools presents opportunities for more personalized and adaptive learning experiences; however, it simultaneously requires continuous investigation into its implications in pedagogy, students' attitudes, and educational equity (Anabel & Simanjuntak, 2022; Jahangard, Rahimi, & Norouzizadeh, 2020). Greater research on the intersection of technology and language learning can generate important information about pedagogical frameworks, emphasizing the need for holistic approaches that explain both the benefits and the challenges of virtual instruction. This continuous exploration can shape a more inclusive and effective paradigm for online languages.

1.1. Objective of the Study

The objective of this research is to evaluate the attitudes of students attempting to acquire native language speaking skills using online learning settings, as well as the perspectives of their teachers on this matter. Consistent with the research objective, the subsequent hypotheses were formulated, and responses to the research questions were pursued.

1. What are primary school teachers' views on the effectiveness of interactive online learning in improving students' Kazakh language speaking skills?
2. What are primary school teachers' views on the advantages of employing interactive online learning to improve students' proficiency in speaking the Kazakh language?
3. What are primary school teachers' perspectives on the drawbacks of utilizing interactive online learning to enhance pupils' Kazakh language speaking abilities?

2. METHODOLOGY AND MATERIALS

This section encompasses details regarding the research methodology, participant cohort, creation of the data collection instrument, data acquisition and analysis, and the ethical considerations of the study.

2.1. Research Method

This research was designed as a mixed-methods study. A mixed methods study plan entails the concurrent collection of qualitative and quantitative data, which are then examined together. The aim of this methodology, which integrates two designs within a single study, is to enable a more nuanced and comprehensive representation of a phenomenon by leveraging the advantages of both qualitative and quantitative data (Sandelowski, 2000). This study employed a mixed-method approach to transform student attitudes and instructor perspectives into findings, with the objective of evaluating the improvement of students' speaking skills in Kazakh language lessons during online learning in primary school.

2.2. Participants

In Kazakhstan, primary education encompasses classes 1 to 4, commencing at age 7, with the academic year spanning from September to May. The quantitative sample group of the research comprises 407 fourth-grade primary school students in Shymkent city. The students were engaged in academic activities at the Palace of Schoolchildren, FinBridge International School, Seitzhan School, Marzhan Shkola, Nachalnaya Shkola Balabi-M, Natsionalny Tsentr Testirovaniya, Shkola Dostyk, Shymkentlandiya, and Shymkent-Dostyk Bilim Beru Ortalygy in the city of Shymkent. Students are engaged in their studies during the spring semester of the 2023-2024 school year. The qualitative sample comprises 25 educators employed in elementary schools in Kazakhstan during the autumn academic year of 2023-2025. Table 1 presents demographic information on students and teachers.

Table 1. Demographic data of students and educators.

Student		
Gender	F	%
Female	215	52.8
Male	192	47.2
Total	407	100
Teacher		
Woman	F	%
Under 10 years of professional experience	11	44
10 years or more professional experience	14	56
Total	25	100

Table 1 illustrates the demographic distribution of the students and educators participating in the research. 52.8% of the students are female, whereas 47.2% are male. All elementary school teachers involved in the research are women. Forty-four percent of teachers possess fewer than 10 years of professional experience, whereas fifty-six percent have more than 10 years of professional experience.

2.3. Instruments for Data Collection

The researchers collected quantitative data using a modified speaking skill attitude scale. The scale's initial version was developed by Ünal and Özer (2017).

The qualitative segment of the research involved the development of a semi-structured interview form for educators to evaluate their perspectives.

2.3.1. Attitude Scale for Speaking Proficiency

The original iteration of the speaking skill attitude scale was developed by Ünal and Özer (2017) with a 5-point Likert scale. The scale consists of two sub-dimensions and 27 components. Seven items consist of negative assessments, whereas twenty items include positive ratings. The Cronbach's Alpha coefficient for the scale's internal consistency was found to be 0.812. The Speaking Skills Attitude Scale, designed for adaptation into Kazakh, was translated by six linguists fluent in both languages.

The translations were evaluated, considering expert evaluations, leading to the development of a tentative Kazakh version. Measures have been implemented to ensure that the translation preserves the original text's meaning. Subsequently, the produced Kazakh version underwent back-translation into the original language by professionals after a duration of three weeks.

The Kazakh translation was compared with the original scale, leading to the final form of the Kazakh scale, distinguished by its precise translations.

2.3.2. Application for Pilot Program

The sample group for the pilot application has been developed at this point. The constructed scale was applied to this sample group. A total of 382 fourth-grade students from elementary schools participated in this section of the study. There are 203 female students and 179 male students. The students participating in this portion of the research were omitted from the primary sample group. A total of 382 students met the sample size criterion of five times the number of items required for factor analysis (Child, 2006).

Exploratory Factor Analysis: In this study, SPSS 25.0 statistical software was utilized. The preliminary phase involved evaluating whether the adjusted scale demonstrated a normal distribution. The Kolmogorov-Smirnov test was used to assess normality. The analysis of the data set indicated a normal distribution ($p = 0.054 > 0.050$). All items in the measure were included for exploratory factor analysis. This study aimed to determine the adequacy of the sample size.

The Kaiser-Meyer-Olkin (KMO) test produced a result of 0.78, surpassing the threshold of 0.70, thus confirming the suitability of exploratory factor analysis for the data. Subsequently, Bartlett's Sphericity test was performed. Bartlett's Sphericity test ($\chi 2 = 556.491$, $p < 0.001$) demonstrated the appropriateness of exploratory factor analysis for the data. At this point, the eigenvalue was determined to be 1, and two factors with eigenvalues greater than 1 were identified. In the principal components analysis, it was observed that the translated versions of all items in their original form exhibited factors within the two-factor structure of the scale, and no items were discarded. Analysis of the scree plot in the exploratory factor analysis revealed a maximum loading value of 0.758 and a minimum loading value of 0.591. Following exploratory factor analysis, confirmatory factor analysis was performed on the scale.

Confirmatory Factor Analysis: At this stage, SPSS Amos 25.0 statistical software was utilized. Fit indicators were assessed for confirmatory factor analysis. The model fit criteria comprised $\chi 2$/df (Chi-Square/Degrees of Freedom), NNFI (Non-Normed Fit Index), and RMSEA (Root Mean Square Error of Approximation) values. The analysis produced the following results: $\chi 2/df = 1.366$ ($p=0.000$), NNFI=0.87, and RMSEA=0.049. Hooper, Coughlan, and Mullen (2013) recommend a χ^2/df value of less than 5, an NNFI greater than 0.80, and an RMSEA below 0.080.

This perspective suggests that the scale maintains its original structure and remains pertinent within Kazakh culture. Table 2 presents the item factor loadings and Cronbach's Alpha coefficients for the speaking skills attitude scale, which was finalized through confirmatory factor analysis.

Table 2. Speaking skills attitude scale item factor loadings.

Article	Expression on scale	Item total correlation	Cronbach's alpha
Interest and love for speaking skills			
1	Speaking will contribute positively to my language development.	0.692	0.794
2	I focus on the pronunciation of words.	0.679	
3	The appropriateness of timing and location for communication is significant.	0.738	
4	Engaging in conversation facilitates the articulation of my thoughts.	0.722	
5	Effective communication facilitates a more manageable life.	0.719	
6	I enjoy acquiring new vocabulary from my conversations with others.	0.758	
7	I engage in activities associated with speaking.	0.633	
8	Individuals who communicate eloquently and persuasively tend to be positively regarded by society.	0.655	
9	I believe I communicate more effectively through spoken language.	0.627	
10	Effective communication plays a crucial role in influencing individuals.	0.669	
11	My speaking enhances my communication with others.	0.648	
12	I strive to employ coherent and structured sentences in my discussions.	0.645	
13	Engaging in conversation enhances my well-being.	0.656	
14	It is essential for all individuals to cultivate their speaking skills.	0.690	
15	I am confident in my ability to persuade others through an effective speech.	0.722	
16	I find pleasure in conversing with my peers.	0.702	
17	Speech serves as a reflection of an individual's personality.	0.666	
18	I engage in exercises to enhance my speaking skills.	0.680	
19	I utilize newly acquired vocabulary, idioms, or proverbs in my discussions.	0.720	
20	I prefer discussing subjects in which I possess expertise.	0.718	
Anxiety and worry about speaking skills			
21	I am concerned about the possibility of making errors during speech.	0.616	0.822
22	I find it challenging to articulate my thoughts clearly when speaking.	0.609	
23	It appears that my peers, both in my social circle and at school, may feel discomfort in my presence due to my tendency to engage in excessive conversation.	0.597	
24	I perceive that others are not attentive when I speak.	0.591	
25	Speaking in front of a crowd elicits both fear and excitement.	0.599	
26	I am reluctant to discuss a topic in detail.	0.623	
27	I aim to conclude my speech promptly.	0.629	
	Cronbach's Alpha for the Whole Scale		0.805

Table 2 displays the item-total correlations and Cronbach's Alpha coefficient for the speaking skills attitude scale, which served as the source of language test data for research purposes. The reliability analysis of the two-factor structure of the scale revealed a Cronbach's Alpha of .794 for the sub-dimension assessing interest and love for speaking abilities, and .822 for the sub-dimension related to fear of speaking skills. The value was established as 0.805 on the comprehensive scale. The scale utilizes a 5-point Likert format. The score ranges in this rating scale are considered equivalent. The classification system is as follows: 1.00 to 1.79 indicates Strongly Disagree; 1.80 to 2.59 indicates Disagree; 2.60 to 3.39 indicates Partial Agreement; 3.40 to 4.19 indicates Agreement; and 4.20 to 5.00 indicates Strongly Agree. In the process of converting data into findings, the reverse items on the scale were evaluated through inversion.

2.3.3. Educator Interview Questionnaire

A literature review was conducted during the preparation of the teacher interview form. Subsequently, three open-ended questions were developed for the interviews with educators. These questions were submitted to three field experts for evaluation. The questions were reorganized based on expert recommendations and posed by two primary school educators. Primary school educators were asked to assess whether any components of the questions

were unclear. They argued that the questions possessed semantic validity. After confirming the relevance of the questions, they were formatted into a semi-structured interview style for administration to the primary school teachers comprising the qualitative sample group of the research. The questions created in this segment of the study aimed to address the research questions.

The inquiries in the educator interview form are presented below.

1. What is your perspective on the efficacy of interactive online learning in enhancing students' proficiency in the spoken Kazakh language? Please provide your assessment by selecting one of the categories: I endorse, I am ambivalent, or I oppose.
2. What are your opinions on the advantages of using interactive online learning in improving students' Kazakh language speaking skills?
3. What are your opinions on the disadvantages of using interactive online learning in improving students' Kazakh language speaking skills?

2.4. Experimental Process

2.4.1. Kazakh Language Speaking Skills Training Through Interactive Online Learning

A four-week online training program focused on Kazakh language speaking abilities was conducted for the fourth-grade primary school children involved in the research. This training is structured as an extracurricular activity, scheduled for two hours twice weekly, amounting to a total of four hours. All training was conducted through the Zoom platform, and students and parents were notified about the course link prior to the commencement of lessons. This program aims to assess the impact of imparting Kazakh language speaking abilities to 4th-grade primary school pupils via interactive online learning, supplementary to their school education, on their proficiency in speaking Kazakh. The specific objectives that students will attain upon completion of the training are outlined below.

Week 1: Understanding the benefits of speaking in terms of language development, gaining knowledge about word pronunciation, knowing the importance of speaking appropriately and on time, and understanding the importance of effective speaking and effective listening.

Week 2: Understanding the causes of speech anxiety and gaining knowledge about its solutions, and becoming aware of common mistakes while speaking.

Week 3: Increasing self-confidence by participating in games that will contribute to the development of speaking skills.

Week 4. Practicing speaking by participating in group activities will contribute to the development of speaking skills. Improving speaking skills with effective speaking exercises.

During the 4-week training period, 407 students who participated in the research were formed into groups of 20 people, and lesson plans were created to suit all the students in the groups outside of class. All students are required to attend classes and practice regularly. During the 4-week training period, all students attended classes regularly.

2.5. Data Collection Process

The research collected quantitative data through the application of the speaking skills attitude scale to students in schools that provided face-to-face education. The scale application was conducted in groups. Data collection involved semi-structured interviews conducted face-to-face and individually with the teachers. The interviews took place in the schools where the teachers were employed.

The scale application requires roughly 30 minutes, while the semi-structured interview form application necessitates about 15 minutes. The scale development process and the completion of all applications required approximately four months.

2.6. Compliance with Ethics

At every phase of the research, a signed declaration form was obtained from the teachers involved, affirming their voluntary participation. Students were asked to verbally declare their voluntary participation. An ethical declaration form was delivered to the parents of the students participating in the research, stating the scope and purpose of the entire research process and that personal data would be kept confidential. A written agreement was secured from the parents of students who orally expressed their voluntary participation in the research. During the entire research process, approvals were obtained from the institutions where the scale and interview form applications were carried out. In addition, research ethics principles were followed during the writing phase of the research.

2.7. Data Collection Analysis

During the scale adaptation phase of the research, exploratory factor analysis was conducted using SPSS 25.0, whereas confirmatory factor analysis was performed with SPSS Amos 25.0. The research data were analyzed using SPSS 25.0 statistical software. The Kolmogorov-Smirnov test findings indicated that the data set conformed to a normal distribution ($p < 0.05$). Parametric analyses were conducted on the dataset derived from the speaking skills attitude scale. Calculations for the weighted mean and standard deviation were conducted, and independent samples t-tests were employed. The evaluative process included a descriptive analysis method for qualitative data. The objective of descriptive analysis is to present data obtained from interviews or observations to the reader in a systematic and interpretative fashion (Marshall, 1996). The data acquired from the teacher interview form was categorized, with calculations of frequency and percentage, and subsequently converted into findings.

3. RESULTS

This section presents data derived from the speaking skills attitude scale and the instructor semi-structured interview form.

3.1. Findings on the Speaking Skills Attitude Scale

The data presents the pretest and posttest weighted averages and standard deviations of students involved in the research, prior to and following the implementation of online learning apps, concerning the sub-dimensions of the speaking skills attitude scale and the overall scale.

Table 3. Speaking skills attitude scale pretest-posttest weighted means and standard deviations.

Scales	Interactive online learning applications M SD	After online learning applications M SD	df	t	Sig. (two-tailed)
Interest and love for speaking skills scale	3.36 0.689	3.98 0.662	812	-13.091	p<0.000
Anxiety and concern about speaking skills scale	3.30 0.638	4.07 0.693	812	-16.491	P<0.000
Total Speaking Skills Attitude Scale	3.34 0.655	4.01 0.688	812	-14.229	P<0.000

Table 3 displays the sub-dimensions of the speaking skills attitude scale in conjunction with the overall scale. Weighted averages and standard deviations were calculated. Prior to the implementation of online learning apps, the weighted means and standard deviations for the interest and love sub-dimension of speaking skills were computed (M=3.36, SD=0.689), as well as for the anxiety and fear sub-dimension of speaking skills (M=3.30, SD=0.638). The total speaking skills attitude scale had a mean of 3.34 and a standard deviation of 0.655, with weighted means and standard deviations calculated. The findings indicate that students possess fairly favorable attitudes toward the sub-

dimensions of the speaking skills attitude scale as well as the overall scale. The weighted averages and standard deviations for the interest and love sub-dimension of speaking skills (M=3.98, SD=0.662) and the fear and worry sub-dimension of speaking abilities (M=4.07, SD=0.693) were computed following the implementation of online learning apps. The total speaking skills attitude scale had a mean of 4.01 and a standard deviation of 0.688, with weighted means and standard deviations calculated. Furthermore, statistically significant differences were observed in attitudes before and after the implementation of the "Kazakh Language Speaking Skills Training through Interactive Online Learning" program across all three scales. The results demonstrate that with the introduction of online learning applications, students display markedly positive attitudes in both the sub-dimensions of the speaking skills attitude scale and the overall scale.

Table 4 presents the T-test results for students involved in the research, categorized by gender, regarding the pre-test and post-test outcomes of the speaking skills attitude scale before and after the implementation of online learning programs.

Table 4. T-test results of independent variables according to the gender variable.

	Gender	**N**	***M***	**SD**	**t**	**Sig.**
Before online learning apps	Female	215	3.38	0.644	4.523	P>0.260
	Male	192	3.26	0.678		
	Gender	N	*M*	SD	t	Sig.
After online learning applications	Female	215	4.09	0.819	4.266	p>0.210
	Male	192	3.95	0.802		

Table 4 presents the speaking attitudes of the research participants categorized by gender. The results of the independent variables t-test were assessed prior to and following the implementation of online learning applications. Prior to the implementation of interactive online learning apps, the independent variables t-test revealed that students' views towards speaking skills did not exhibit a significant difference based on gender ($t = 4.523$, $p > 0.05$).

Following the implementation of interactive online learning programs, the independent factors t-test revealed no significant difference in students' attitudes towards speaking skills based on gender ($F = 4.266$, $P > 0.05$). The results indicate no disparity in speaking skills and attitudes among students based on gender.

3.2. Results from the Educator Interview Questionnaire

In Table 5, the educators who participated in the study inquired, "What are your opinions about the use of interactive online learning in improving students' Kazakh language speaking skills?" Their responses to the inquiry were assessed.

Table 5. What are your opinions on the use of interactive online learning in improving students' Kazakh language speaking skills?

Category	**F**	**%**
I support	17	68
Indecisive	5	20
I do not support	3	12
Total	25	100

In Table 5, the participating teachers inquired, "What are your views on the efficacy of interactive online learning in enhancing students' Kazakh language speaking abilities?" Their responses to the inquiry were classified. Sixty-eight percent of the educators surveyed indicated their endorsement of interactive online learning as a means to enhance students' proficiency in the spoken Kazakh language. Twenty percent of the teachers expressed indecision, while twelve percent indicated their lack of support.

In Table 6, the participating teachers inquired, "What are your views on the benefits of utilizing interactive online learning to enhance students' Kazakh language speaking abilities?" Their responses to the inquiry were assessed.

Table 6. What are your opinions on the advantages of using interactive online learning in improving students' Kazakh language speaking skills?

Teacher opinions	F	%
Supporting students in out-of-class activities	19	76
Encouraging the student	14	56
Developing technology knowledge	11	44
Providing a fun exercise environment	8	32
The confidence of being independent of the location	4	16
Increasing student motivation	2	8

Table 6 presents the inquiries made by the teachers involved in the research. "What are your opinions about the advantages of using interactive online learning in improving students' Kazakh language speaking skills?" Their answers to the question were categorized. 76% of the teachers participating in the research said that they support the student in activities outside the classroom, 56% encourage the student, 44% say that they improve their technology knowledge, 32% say that they provide a fun exercise environment, 16% say that they give confidence in being independent of the place, and 16% say that 8 of them responded to increasing student motivation.

Table 7 presents the inquiries made by the teachers involved in the research. "What are your opinions about the disadvantages of using interactive online learning in improving students' Kazakh language speaking skills?" Their responses to the inquiry were assessed.

Table 7. What are your opinions on the disadvantages of using interactive online learning in improving students' Kazakh language speaking skills?

Teacher opinions	F	%
Technical glitches	15	60
Stay away from reality	10	40
The student does not have a technological device	7	28
No downside	4	16

Table 7 presents the responses of teachers involved in the research regarding their opinions on the disadvantages of utilizing interactive online learning for enhancing students' Kazakh language speaking skills. The responses to the question were classified. Sixty percent of teachers identified technical problems as an issue, forty percent cited a disconnect from reality, and twenty-eight percent noted that students lacked technological devices. Sixteen percent of primary school teachers involved in the research indicated that they perceived no disadvantages in utilizing interactive online learning to enhance students' Kazakh language speaking skills.

4. DISCUSSIONS

The research findings indicate that the speaking skill attitudes of primary school children who participated prior to the implementation of online learning applications were moderately positive. Following the use of online learning programs, it was ascertained that elementary school children had highly positive views towards speaking skills. Comparing the pre-test and post-test findings of the speaking skills scale administered to students four months apart revealed that the online learning interventions had a substantial, favorable impact on the students' speaking abilities. Waluyo (2020) examined the impact of online learning tools on the efficacy of active language learning. The research demonstrated a substantial difference in favor of the success of e-learning, as evidenced by the pre-test scores of students prior to e-learning and the post-test scores delivered subsequently. Furthermore, Benraghda and Benchenouf (2024) established that in-person interaction in language education is more effective than online learning, owing to the latter's annoyance and diminished efficacy for both instructors and students.

The research findings indicate that the speaking skill attitudes of primary school students who participated prior to the implementation of online learning applications were moderately positive. Following the implementation of online learning applications, it was found that primary school students exhibited highly positive attitudes towards speaking skills. The comparison of pre-test and post-test results of the speaking skills scale, administered to students four months apart, revealed that the online learning applications had a significant positive impact on the students' speaking skills.

In his research, Waluyo (2020) investigated the effect of online learning technologies on active learning in language acquisition effectively. As a result of the research, it was revealed that there was a significant difference in favor of the effectiveness of e-learning between the pre-test scores given to the students before e-learning and the post-test scores administered afterward. In addition, Benraghda and Benchenouf (2024) determined that face-to-face engagement in language instruction is superior to online learning due to the latter's inconvenience and reduced efficacy for both educators and learners.

The speaking skills of students were assessed based on gender before and after the use of online learning programs. The results reveal that male and female students have similar speaking skills. In his research, Dölek (2021) stated that introducing students to entertaining speaking activities starting from an early age, giving constructive feedback to their speeches, and ensuring that they speak in front of ever-growing groups has an impact on the process of developing a positive speaking attitude, and that gender does not make a significant difference in speaking skill attitudes. Has done.

The qualitative findings of the research were derived by categorizing the responses of teacher applicants to the questions in the semi-structured interview format. The results indicate that most primary school educators endorse the implementation of interactive online learning to enhance pupils' proficiency in speaking the Kazakh language. Although some teachers expressed indecision, a minority explicitly opposed the implementation of interactive online learning to enhance students' Kazakh language speaking proficiency. Primary school educators involved in the study were asked about the benefits of employing interactive online learning to enhance pupils' proficiency in speaking the Kazakh language. Supporting the student in out-of-class activities, encouraging the student, improving technology knowledge, providing a fun exercise environment, increasing the confidence of being independent of the place, and increasing the student's motivation; listed as advantages by teachers. Nedeva and Dimova (2010) also revealed in their research that students' willingness to learn increased thanks to the opportunities provided by online environments.

Primary school educators involved in the study were asked about the drawbacks of employing interactive online learning to enhance pupils' proficiency in speaking the Kazakh language. Teachers identified technical problems, detachment from reality, and the absence of technology devices among students as negatives. Several primary school educators involved in the research indicated that there were no drawbacks to employing interactive online learning for enhancing children's Kazakh language speaking abilities. Rauan and Elmira (2022), in their study on enhancing Kazakh language speaking proficiency in elementary schools via Zoom, noted that, despite several advantages of the application, significant drawbacks include issues related to the computer, internet, and audio-visual quality. Kerimbayev, Akramova, and Suleimenova (2016) identified that the absence of technical gadgets among students is a substantial barrier to online learning in rural regions of Kazakhstan.

5. CONCLUSION

Verbal communication is fundamental to educational and training endeavors. Communication, elucidation, storytelling, and assessment between educators and learners predominantly occur through dialogue. Given that proficient communication in one's native language offers several benefits across all facets of life, the development of speaking abilities is necessarily initiated at a young age. Technologically integrated applications are beneficial across all educational domains, including language development and acquisition. This study seeks to evaluate the

improvement of students' speaking abilities in Kazakh language instruction at the primary school level through online learning. The research concluded that online learning programs significantly enhance students' speaking skills. The findings demonstrate that male and female pupils possess comparable speaking abilities. The majority of primary school educators indicated their endorsement of interactive online learning to enhance pupils' proficiency in spoken Kazakh language. The benefits of utilizing interactive online learning to enhance Kazakh language speaking skills include supporting students in extracurricular activities, fostering encouragement, advancing technological proficiency, creating an enjoyable exercise environment, boosting independence, and elevating student motivation, as identified by teachers. Teachers identified technical faults, detachment from reality, and the lack of technological gadgets among pupils as drawbacks of employing interactive online learning to enhance Kazakh language speaking skills. Several educators included in the research indicated that there were no drawbacks to employing interactive online learning for enhancing students' proficiency in the spoken Kazakh language.

6. RECOMMENDATIONS

The subsequent recommendations were made based on the research findings and the perspectives of educators.

1. It is believed that the effective and regular use of online learning applications can improve students' Kazakh language speaking skills.
2. It is believed that providing in-service training to teachers on technological tools and methods that can be used to develop Kazakh language speaking skills in schools will enhance teachers' competence.

It is thought that carrying out this research, which was conducted with 3rd and 4th-grade students at the primary school level of education, at different educational levels will provide opportunities for comparison and contribute to the field.

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