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**T. Shelestova¹, A. Kalizhanova¹, R. Zhussupova^{2*},
A. Amrenova³, R. Shadiev⁴**

¹Buketov Karaganda University, Karaganda, Kazakhstan;

²Gumilyov Eurasian National University,
Nur-Sultan, Kazakhstan;

³Astana International University, Nur-Sultan, Kazakhstan;

⁴Nanjing Normal University, Nanjing, China.

E-mail: rozazhusupova@gmail.com

PEDAGOGICAL POTENTIAL OF WEB 2.0 TOOLS IN EFL BLENDED LEARNING ENVIRONMENT

Abstract. ICT in Education has entered the educational field worldwide and has become an integral part of teachers' overall professional competence. Teacher digital literacy is among twenty-first-century skills worldwide, including Kazakhstan, where digitalization has been declared to be the linchpin of modernization of all levels of life, especially in lifelong education: each Kazakhstani teacher must be able to use Web 2.0 tools to implement individual educational routes. However, the potential for combining Web 2.0 with blended learning has not been sufficiently studied yet: recent studies indicate a lack of solutions for the integration of Web 2.0 learning activities into the educational environment of secondary and higher education institutions. All of this determines the relevance of the conducted research, within which a 5-point Likert-type scale questionnaire, involving 158 teachers, selected by convenience sampling from the existing administrative-territorial of the Republic of Kazakhstan, was aimed to shed the light on foreign language educators' perception of the systematic use of Web 2.0 tools in teaching practices. The data gathered and triangulated, revealed the challenges, associated with transitioning to blended education. Despite teachers' awareness of technology's pedagogical potential, more than 60% of respondents barely used Web 2.0 tools in their teaching practice due

to insufficient digital literacy. Based on the study results, we made several suggestions and drew implications for educators and researchers in the form of a panoramic overview of Web 2.0 tools' potential in a full-fledged blended learning environment and methodological recommendations on organizing work with digital services.

Key words: pedagogical potential, Web 2.0 tools, ICT in Education, blended learning, foreign language education, digital literacy, methodological recommendations.

**Т. Шелестова¹, А. Калижанова¹, Р. Жусупова^{2*}, А. Амренова³,
Р. Шадиев⁴**

¹Академик Е.А. Бөкетов атындағы Қарағанды университеті,
Қарағанды, Қазақстан;

²Л.Н. Гумилев атындағы Еуразия ұлттық университеті,
Нұр-Сұлтан, Қазақстан;

³Астана Халықаралық университеті, Нұр-Сұлтан, Қазақстан;

⁴Нанкин педагогикалық университеті, Нанкин, Қытай.

E-mail: rozazhusupova@gmail.com

ШЕТ ТІЛІНДЕ ОҚЫТУҒА АРНАЛҒАН WEB 2.0 ҚҰРАЛДАРЫНЫҢ АРАЛАС ПЕДАГОГИКАЛЫҚ БІЛІМ БЕРУ ӘЛЕУЕТІ

Аннотация. Білім беру саласындағы АКТ әлемдік оқыту тәжірибелерінің және педагогтің кәсіби құзыреттерінің ажырамас бөлігіне айналды. Мұғалім мен оқытушының цифрлық сауаттылығы 21 ғасырдың қажетті дағдыларының қатарына кіреді, оның ішінде цифрландыру өмірдің барлық саласында, әсіресе Қазақстанда берік орныққан үздіксіз оқытуда педагогтар жеке білім беру траекторияларын құру үшін Web 2.0 құралдарын пайдалануға міндетті. Алайда, сапалы аралас оқытуды қамтамасыз ету үшін Web 2.0 құралдарының әлеуеті әлі де жеткілікті зерттелмеген: жақында жүргізілген зерттеулер цифрлық оқыту құралдарын орта және жоғары оқу орындарының білім беру экожүйесіне интеграциялау шешімдерінің аздығын көрсетеді. Бұл Қазақстан Республикасының барлық әкімшілік округтерінің ерікті келісімі негізінде кездейсоқ таңдау әдісімен таңдалған 158 педагогтің 5 балдық Лайкерт типті шкаланы пайдалана отырып жасалған сауалнама арқылы шет тілдерін оқытуда Web 2.0 құралдарын жүйелі пайдалануға қатынасын анықтау мақсатын көздейтін осы зерттеудің өзектілігін

анықтайды. Жиналған және триангуляцияланған мәліметтер аралас оқытуға көшуге байланысты қиындықтарды анықтады. Цифрлық технологиялардың білім беру әлеуеті туралы хабардар болуына қарамастан, респонденттердің 60% - дан астамы цифрлық сауаттылықтың жеткіліксіздігіне байланысты өздерінің педагогикалық тәжірибесінде Web 2.0 құралдарын сирек пайдаланады. Нәтижелерді талдау Web 2.0 құралдарының педагогикалық әлеуетін толыққанды аралас оқу ортасына қол жеткізу үшін панорамалық шолу түрінде ұсыныстар жасауға сондай - ақ, цифрлық білім беру технологияларын қолдана отырып жұмысты ұйымдастыруға арналған әдістемелік ұсыныстар жасауға мүмкіндік берді.

Түйін сөздер: педагогикалық әлеует, Web 2.0 құралдары, білім беру саласындағы АКТ, аралас оқыту, цифрлық сауаттылық, панорамалық шолу, әдістемелік ұсынымдар.

**Т. Шелестова¹, А. Калижанова¹, Р. Жусупова^{2*}, А. Амренова³,
Р. Шадиев⁴**

¹Қарагандинский университет имени академика Е.А. Букетова,
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²Евразийский национальный университет имени Л.Н. Гумилева,
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⁴Нанкинский педагогический университеті, Нанкин, Қытай.

E-mail: rozazhusupova@gmail.com

ПЕДАГОГИЧЕСКИЙ ПОТЕНЦИАЛ ИНСТРУМЕНТОВ WEB 2.0 ДЛЯ СМЕШАННОГО ОБУЧЕНИЯ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

Аннотация. ИКТ в области образования стали неотъемлемой частью мировых обучающих практик и профессиональных компетенций педагога. Цифровая грамотность учителя и преподавателя входит в число необходимых навыков 21-го века, в том числе в Казахстане, где цифровизация прочно укрепилась во всех сферах жизни, особенно в непрерывном обучении: педагоги обязаны использовать инструменты Web 2.0 для выстраивания индивидуальных образовательных траекторий. Однако потенциал инструментов Web 2.0 для обеспечения качественного смешанного обучения все еще недостаточно изучен: недавние исследования указывают на малое количество решений для

интеграции обучающих цифровых инструментов в образовательную экосистему средних и высших учебных заведений. Это определяет актуальность данного исследования, которое преследует цель выявить отношение 158 педагогов, выбранных методом случайной выборки на основании добровольного согласия из всех существующих административных округов Республики Казахстан к систематическому использованию инструментов Web 2.0 в преподавании иностранных языков путем опроса, составленного с использованием 5-балльной шкалы типа Лайкерта. Собранные и триангулированные данные выявили сложности, связанные с переходом на смешанное обучение. Несмотря на осведомленность касательно образовательного потенциала цифровых технологий, более 60% респондентов редко используют инструменты Web 2.0 в своей педагогической практике в связи с недостаточной цифровой грамотностью. Анализ результатов позволил выдвинуть предложения в виде панорамного обзора педагогического потенциала инструментов Web 2.0 для достижения полноценной смешанной учебной среды и методических рекомендаций по организации работы с использованием цифровых образовательных технологий.

Ключевые слова: педагогический потенциал, инструментарий Web 2.0, ИКТ в области образования, смешанное обучение, цифровая грамотность, панорамный обзор, методические рекомендации.

Introduction. Internet development causes extensive changes in all aspects of human social life. Terms such as e-books, e-commerce, e-business, and e-learning made it impossible to imagine future without technologies, which in turn spurs the rapid growth of educational informatization, implemented through innovative communication, involving combined Web experience and world knowledge (Kharlamenko, 2019). Kazakhstan does not lag behind other countries in the pursuit of digital literacy in education at all levels, from the introduction of ICT in Education to their practical implementation on a regular basis (State Program, 2019). The reform of the foreign language policy in Kazakhstan within the framework of current socio-economic conditions (Zhetpisbayeva et al, 2016) requires teaching staff to build individual educational trajectories based on digital technologies according to the professional standard of teachers, which defines the labor functions of secondary and higher school educators (The Order, 2017). The efforts of Kazakhstani scientists and educators have been traced in using ICT in Education for such purposes as upgrading foreign language skills; establishing an authentic intercultural environment; creating digital materials for education purposes; changing the role of educational process participants;

increasing learners' motivation; improving conditions for lifelong learning, and many others. However, technologies based on connectivism have not become widespread developed and applied yet (Mynbayeva et al 2016), although connectivism is inevitable for acquiring "21st Century Skills" competencies (Williams, 2020). Kazakhstani teachers prefer WhatsApp chats to other digital tools (Sartor, 2020). Such communication and learning tools in connectivism as massive open online courses (MOOC) discussion forums are still unpopular among Kazakhstani educators (Mak et al., 2010). Some university professors still prefer formal lectures, which included a large amount of teacher talking time, few comprehension-check questions, and poor interaction in the classroom, as well as prefer to substitute a teacher-guided independent study with (MOOCs) (Rybinski et al, 2016) that are accused in incapacity due to participants' low motivation and their need for "more coordination and direction towards the completion of assignments" as well as the lack of quality pedagogy in online courses (Zhussupbekov, 2016). Both students and school teachers prefer to complete an online course for the sake of gaining a certificate rather than for establishing useful connections with peers (Hew & Cheung, 2014; Kalizhanova et al., 2020). During COVID-19, many students and their parents criticized teachers for an increased amount of homework, absence of feedback and individual attention (Hajar et al, 2022), whereas teachers identified the lack of direct contact with students as the main drawback of online learning (Issabayeva et al, 2021).

We believe that our research on educational outcomes is worth contributing to spreading connectivist-oriented technologies in Kazakhstan to equip educators at all levels with a meaningful strategy of using Web 2.0 tools efficiently for the sake of high-quality teaching and learning.

Literature Review. Literature review shows a huge number of approaches to teaching through ICT in Education. For example, digital tools assist in setting goals for the course, focusing on communication skills development; educational process quality and students' cognitive activity improvement; the search for necessary information optimization, and further implementation (Robert, 2014). Also, the use of ICT tools provides an opportunity for lifelong learning regardless of age, place, and time; creates a piece of unified information and educational environment for students, taking into account their level and learning trajectory (Krasilnikova, 2012). Moreover, the need for students' information security makes it important to develop and apply new-generation educational materials via various ICT instruments for education purposes (Sysoev, 2015). Furthermore, foreign language teachers' ICT competence includes value-motivational, cognitive, operational, communicative, and reflexive components, which means the ability to use

various ICT for language skills formation (Evstigneev, 2011), and is nothing without a combination of theoretical knowledge of modern Web 2.0 tools and their practical application (Sysoev et al, 2011).

Language teaching methodology has also been influenced by digital technologies, the inclusion of which helps achieve educational objectives and affect not only the means, forms, and methods of teaching but also the process of evaluation and control, and the roles of participants in the educational process (Sysoev, 2012). Web 2.0 tools can be useful in systemizing information, optimizing the educational process, organizing students' independent work, modernizing assessment forms, and increasing students' motivation and autonomy (Titova, 2008; Kalizhanova et al, 2018). In other words, the use of ICT increases learners' metacognitive awareness of self-regulation and self-assessment in foreign language teaching (Sysoev et al, 2009) as well as facilitates active feedback among foreign language learners and their instructor (Kalizhanova et al, 2018).

Web 2.0 tools provide a collaborative environment, where users contribute to growing collective knowledge, develop web-based materials, and participate in online communities (Titova, 2017; Alameen, 2011). For instance, students can participate in international telecommunication projects, where they foster their intercultural awareness and learn to choose the right technologies and software to create authentic intercultural products (Shadiev et al, 2021) such as virtual tours of universities (Kalizhanova et al, 2018:102) or drone-assisted virtual field trips (Shadiev et al, 2022). The examples above demonstrate how intercultural communication keeps pace with soft skills and digital literacy (Zhussupova, et al, 2019); therefore the widespread use of social services, blogs, wikis, podcasts, social bookmarking services, etc. became inevitable and even desirable in foreign language teaching (Patarakin, 2007).

A recent finding shows that the implementation of Web 2.0 technologies is not only relevant but mandatory for teaching and learning. Many academic and EFL instructors are forced to create e-products (Kanafina, 2022) to compete successfully with their colleagues and to upgrade their qualification category (Aimagambetov, 2020). As practice shows, the main problem is the selection of suitable material from the whole variety of Web 2.0 services for its further integration into English teaching methods. Thus, understanding how to select the latter to form a learner's communicative foreign language competence, in accordance with the Common European Framework of Reference for Language (CEFR) (Little, 2020) and standards for using technologies in English as a second language teaching (TESOL Technology Standards) (Healey, 2018), is crucial and requires thorough attention.

Integration of Web 2.0. in traditional education can be implemented not

only with the help of a large selection of tools but also in different volumes. There is a wide range of blended learning options, that is, the ratio of face-to-face and virtual elements in teaching. At one end of this spectrum is a complete transition to a virtual learning environment, with occasional synchronous classroom meetings or online conferences. The opposite option on the spectrum is the limited use of Web 2.0, such as homework assignments, project lessons, “flip the learning,” or organizing a shared Internet space for the transfer of instructions and assignments between teacher and students.

Back in 2007, ICT in Education were classified according to its integration into traditional education (Tomlinson et al, 2013) (Table 1).

Term	Definition
Web-enhanced learning	Courses that use a minimal amount of online content, such as posting curricula and course announcements.
Blended learning	Courses that use some important online resources in face-to-face learning, but less than 45%.
Hybrid learning	Courses in which online classes replace 45–80% of face-to-face classroom meetings.
Fully online learning	Fully interactive courses for which 80% or more of the lessons are hosted and taught online.

Table 1 – Classification of types of training depending on the volume of Web 2.0

It is necessary to clarify that in teaching foreign languages, blended learning means any combination of full-time education with computer technology - materials and assignments available online and offline (Hrastinskij, 2019). This flexibility in the parameters of integrating traditional learning with Web platforms makes it clear that each teacher can independently determine which Web 2.0 tools and how many of them to use for their course, based on the material capabilities of the educational institution, the skills of the students and the educational situation. Kazakhstan secondary and higher education traces instructors’ need to shift from teacher-transmitter of information and supervisor to teacher-facilitator, responsible for engaging learners into discussions for building professional networks, exchanging experience and information, practicing to listen actively and learn from peers, improving time-management skills, and facilitating digital issues (Fimyar, 2014; Kuzhabekova, 2019; Kalizhanova et al, 2022). Blended learning, in turn, recognizes the benefits of some online learning and assessment, but also uses other modes to design a complete curriculum that can improve learning outcomes and/or reduce costs (Banados, 2006) while student opportunities are enhanced by a well-designed learning environment (Yang, 2001).

To bridge the gap regarding the lack of connectivist-oriented technologies

usage and taking into account that these tools are intended to apply for the facilitation of blended and online learning, based on such principles as equality, diversity, inclusion, and safeguarding, the main thing in relation to Web 2.0 is to understand the capability of the available resources and implement them appropriately while acting systematically.

Research material and methods. Contemporary foreign language education faces a number of issues such as failures in the operation of websites, untimely placement and delivery of tasks, lack of video and audio communication and technical support, poor practices of oral speech, a weak level of pedagogical design, and few well-developed and diverse database of online tasks (Bondar, 2020). During COVID-19 pandemic, foreign language training was transferred to distant and online formats, which proved to become challenging for many students and teachers (Lopatina et al., 2020). Since then, there are still obstacles to the effective and optimal use of Web 2.0 tools despite their capability. We see the need for a detailed study of this problem to provide methodological recommendations that will contribute to the qualitative integration of Web 2.0 tools into traditional and blended training.

In this regard, we created an online 5-point Likert-type scale questionnaire on the Google Forms platform. The participants appeared 158 teachers, selected by convenience sampling (Sedgwick, 2013) from the existing administrative territorial units of the Republic of Kazakhstan. The study aimed to reveal foreign language educators' perception on systematic use of Web 2.0 tools in teaching practices on a regular basis according to four criteria: (1) attitude to blended learning; (2) adaptability to blended learning; (3) Web 2.0 tools awareness; (4) Web 2.0 tools application. For data relevance we used the method of triangulation: three researchers checked each answer for eliminating any biases while interpreting results.

Results and discussion. Data results appear in the following summary table (Table 2):

Criteria	University instructors	School teachers
Positive attitude to blended learning	59%	93.8%
Adaptability to blended learning	32.5%	50%
Web 2.0 tools awareness	48.7%	56.3%
Web 2.0 tools application	29.9%	37.5%

Table 2 – A summary table of university and school teachers' perception on blended learning

As we can see, school teachers reported on more positive attitude and preparedness to blended learning than their university colleagues. It can be explained by systematic use of approved by legal educational authorities three

online problems such as Kundelik.kz, Bilimland, and smk.edu that allowed organizing timetables and home assignments as well as downloading study materials (Afzal Tajik et al, 2022). In universities, where instructors have more freedom regarding the choice of online platforms, it was difficult to come to the unified standards that were not developed by the pandemic times. The difference between Web 2.0 awareness and usage, indicated by both university and school teachers can be explained by the overuse of WhatsApp for personal and professional communication (Hajar et al, 2022). Although both level teachers regularly take part in various workshops and trainings, they hardly ever apply gained knowledge after receiving the certificate of completion (Kalizhanova et al, 2020).

Recommended by the participants Web 2.0 tools for using in teaching and learning foreign languages allowed arranging them from the most efficient to the least (Table 3).

University instructors	School teachers
1. Coursera (70.9%)	1. MOODLE (81.3%)
2. Quizlet (44.4%)	2. Quizlet (75%)
3. TED (27.4%)	2. DuoLingo (75%)
4. MOODLE (23.9%)	4. TED (43.8%)
5. DuoLingo (23.1%)	5. edEx (18.8%)
6. edEx (12.8%)	6. Coursera (6.3%)

Table 3 – Ranking of Web 2.0 tools for learning

Recommended by the participants Web 2.0 tools for using in teaching foreign languages allowed arranging them from the most efficient to the least (Table 4):

University instructors	School teachers
Zoom sessions (83,9%)	Internet websites (25%)
University LMS & SMS (60.4%)	WhatsApp (75%)
PowerPoint, Canva, etc presentations (56.1%)	Kundelik.kz,
You Tube videos (28.6%)	Bilimland, and
MOOCs (26.3%)	smk.edu (75%)
Webinars (21.6 %)	
Jitsi, MS Teams, Google Docs (< 1%).	
Kahoot, Quizlet, Skype, Microsoft, Moodle and MS Teams (0.4%)	

Table 4 - Ranking of Web 2.0 tools for teaching

The results in Tables 3-4 prove discrepancies between the knowledge of Web 2.0 tools and its practice implementation on the part of schools teachers and using instruments for conducting classes or presenting new material on the part of university instructors. Neither university nor school teachers reported on the use of connectivist-based instruments such as online discussion forums for either teaching or learning. In all, many respondents

use online technologies in their practice, however, they are not sufficiently comprehended and often spontaneously at the discretion of the teacher. To solve this problem, an integrated approach is required to realize the enormous capability of educational platforms, but primarily to understand the essence and forms of manifestation of the Web 2.0 phenomenon.

We have made an attempt to systematize information in the selection and application of Web 2.0 tools that can provide teachers for the opportunity to realise their pedagogical potential and stay tuned with modern education realities, focused on such affordances as (1) organizing task-based learning (TBL), (2) creating authentic materials for intercultural exchange, (3) media literacy, (4) critical thinking, and (5) soft skills formation in learner-teacher efficient cooperation (Table 5).

Annotations and notes	Editing and publishing photos
Audio and podcasting tools	Presentation and video editing tools
Blogs	Publishing and drawing tools
Synchronizing calendars	Portals and social networks
Collaborative writing tools	Bookmarks
Mind maps or brain-storming	Quiz and assignment generators
Communities of educators and learners	RSS (Rich Site Summary)
Communication and discussion tools	Timelines
Educational platforms	Video conferencing
Online boards	Video sharing
Cards	Virtual worlds
Microblogging	Wikis (encyclopedic sites by topic)

Table 5 - Categories of Web 2.0 Tools according to their five affordances

Web 2.0 tools belonging to the above categories can be incorporated by language teachers into traditional teaching in a variety of ways:

- organization of lessons using ICT in computer laboratories;
- creating online assignments for homework;
- using an interactive whiteboard for group work with Web 2.0 in the classroom;
- implementation of project activities of students in the online environment;
- communication and transfer of training materials, feedback on assignments, etc. through online platforms and social networks;
- transfer of individual formative assessment to an electronic version, accessible from mobile devices or computers in the classroom;
- providing students with theoretical information and instructions in advance in electronic format.

The inclusion of Web 2.0 tools in various areas of pedagogical activity provides:

- fast/automated check of tasks;
- constant access of students to the discipline materials;
- a variety of tasks and forms of educational activity;
- transfer of part of the explanations and instructions to pre-school hours, which frees up an academic hour for the practice of skills and high-quality feedback;

- ample opportunities for collaboration within the group students and between groups of students, as well as with foreign teachers, consultants, and students;

- the ability to develop highly intellectual skills in analysis, synthesis, and evaluation through creative work with Web 2.0;

- conducting short online consultations as needed;

Web 2.0 is not limited to tools for student work. As mentioned above, Web 2.0 also includes blogs, online teacher communities, portals with ready-made learning materials, and MOOC platforms. Almost any material can be used by a teacher of foreign languages in their own teaching activities:

- use of ready-made assignments from portals for teachers of foreign languages for their own lessons;

- constant access to the latest information in their field on professional forums and through blogs of other teachers of foreign languages, including foreign ones;

- an adaptation of authentic materials (presentations, videos, audio, articles from blogs and social networks) for your own lesson plans;

- a collaboration with foreign teachers through social networks;

- storage of educational materials on cloud services and the creation of personal and shared libraries;

- placement in the network of its own pedagogical resources with the ability to receive feedback from the professional community.

Typically, Web 2.0 tools have several vectors of application, and the teacher can use their potential depending on their needs and the material base of the school. Table 6 lists some Web 2.0 resources, their capacity, and their capability for language teachers.

Tool	Capacity	Capability
Google class https://classroom.google.com	It can be used as a platform for the implementation of distance learning or as a resource for coordinating and organizing students' homework. The resource can be used to support lagging learners.	There is no longer any need to print the material, hand it over personally, organize individual face-to-face meetings, store it in the office or take it home to check stacks of school exercise books. The electronic format reduces the time for processing

Tool	Capacity	Capability
	The resource allows you to post all educational material, give learners access to it, provide learners with individual feedback, as well as offer online resources or strategies for re-learning undamaged material.	assignments and writing reviews, and the results of the teacher's work can be accessed directly by the students' parents. Additional tools of the Google service - translator, marker, spelling checker, comments, etc., as well as integration with other resources expands the range of assignments and assessment methods
Evernote https://evernote.com	Evernote makes it easy to organize your notes and information for your research or project. Students can save text, images, audio and PDF files from the Internet, which are always available via a link. The program is available for multiple platforms including PC, Mac, iPhone / iPod Touch, Blackberry and Palm Pre.	This tool allows you to collect all the necessary information of any format in one place, and the search system simplifies navigation in this stream. Its advantage is that you no longer need to switch between a host of sites or platforms. Notes are accessible from any device so learners can work from home or class while still having access to their files. This tool will allow you to quickly consolidate information for a project or presentation, create a visual collage of the collected data, as well as share it with others using a single link. A teacher can apply the same technology in his own professional activity, collecting material for lessons or creating a database of articles and resources for advanced training.
EduFlow https://www.eduflow.com	The platform allows to create smb own online courses. It makes it possible to combine various types of training activities on one platform, including video, text materials, synchronous online training and organization of feedback with students, expert assessments of their educational activities	The resource can be used both as an electronic copy of the lessons, available to learners for repetition of material or catch-up, and as a completely independent distance course. Nice design and the ability to comment and evaluate allow you to maintain constant feedback with students

Tool	Capacity	Capability
Culturally Authentic Pictorial Lexicon: CAPL http://capl.washjeff.edu/index.php	A resource for working with vocabulary. It is a card index of words from different languages with authentic images that demonstrate the true meaning of the word. Images, especially those related to linguistic and cultural competence, facilitate understanding of vocabulary	Visuals are available on an ongoing basis. It can be demonstrated both from an interactive whiteboard and provided for independent study or used for a control test of knowledge. The resource in the section of linguistic and cultural studies of the target language is especially valuable.
EducaPlay https://www.educaplay.com	An online service with which any teacher/learner can create interactive tasks of different types; search by map; crossword; riddles; fill the gaps; dialogue; dictation; quizzes; search for a match; search for words; composing words from letters; making sentences from words	Interactive tasks, both for classroom and extracurricular work, can be created for the practice of any skills: expanding the vocabulary, studying grammar, developing dialogic speech, understanding the cultural aspect, knowledge of concepts and concepts, memorizing and reproducing words and phrases. The service allows you to organize remote or synchronous individual practice/consolidation of skills. The created tasks can be used to check at the minimum levels of cognitive activity. In addition, in order to engage the highest levels of cognitive activity, students can try to create tasks themselves and evaluate the quality of each other's work
Wheel of names https://wheelofnames.com	Free random name generator in the form of a wheel of fortune. There is an opportunity to choose the sound files accompanying the wheel operation, adjust the rotation time, insert your written comments after the wheel rotation ends, and many more interesting and useful "little things" that are not available in similar tools	The wheel can be used both for organizing work in groups and for conducting game lessons. The wheel can have the names of students or topics for speech tasks, the wheel allows you to randomly distribute tasks or divide students into pairs. The tool will help you add an element of fun and good luck to your classroom work

Tool	Capacity	Capability
<p>Squigit https://squigit.com</p>	<p>A unique content creation platform that converts speech or text into animated videos. It uses artificial intelligence to link animated images from the library with keywords that are automatically or user-selected from the entered text</p>	<p>At the first stages of using their own presentations and videos, the products of the work had a lot of disadvantages, such as monotony of speech, an abundance of text without illustrations, a long creation process. This tool allows you to create interactive video lessons for both blended and fully distance learning. The created videos can be used as content for planning lessons or as an additional means of giving instructions or submitting material. As a tool for project work, it gives students the opportunity to independently create interactive video simulators on the topic being studied</p>
<p>Quick worksheets https://quickworksheets.net</p>	<p>Web-based application that allows teachers to quickly create professional-quality, fully customizable worksheets. Smart algorithms automate routine work, and clean templates save you from wasting time on layout. Worksheets are available for the teacher to create assignments such as “Word Search”, “Trees with minimal pairs of words”, spelling tests, matching paired maps, Cloze tests, etc. Links and videos can be embedded in worksheets</p>	<p>The resource allows you to speed up the process of creating handouts, which can be implemented both online and in person. In addition, this resource can be provided to students to independently create assignments for each other.</p>
<p><u>Netvibes</u> https://netvibes.com</p>	<p>The free resource Netvibes has many uses in the classroom, from tracking student blogs to building websites for learners and learners. Allows to customize your dashboard to help teacher/student achieve personal or professional goals. Whether they need fresh blogging ideas, real-time research in an area, or just want to get more involved with social platforms, Netvibes helps.</p>	<p>This resource can be used both for practicing writing skills and IT literacy of students using personal blogs, and for creating a blog. The instructor can collect all the web resources that you use in your classroom in one place. Netvibes allows you to give students a single URL that has all the websites, blogs, newspapers and images you want them to use in a research project</p>

Tool	Capacity	Capability
Trello https://trello.com	Trello is project management software used by millions of people around the world as it provides ways to collaborate on and manage projects. Trello lets you create visual boards that offer a compact and visual way to move and represent material. Trello was designed according to the principles of Kanban and comes with a variety of widgets for managing and coordinating online collaboration.	A visually pleasing tool for classroom or individual learning. The teacher can create a board with all teaching materials, set deadlines and assign assignments to those responsible for them, monitor progress and exchange comments with students. Boards allow you to add material, move elements freely. Templates are suitable not only for tracking the progress of the curriculum, but also for the work of students on individual projects within the same discipline.
Quizlet https://quizlet.com/ru	Quizlet is a service for storing cards, by which facilitator/ teacher can learn foreign languages and any other information that can be presented in the form of these very cards. The Quizlet service allows to submit a single assignment in different formats: flip-over cards, quiz, spellcheck, memorization, or Word Matching and Gravity games. The service repackages the card data automatically. On a free account, any person can illustrate cards only with those illustrations that are in the service. Audio accompaniment of the cards will be created automatically. The assignment can be inserted into a website or blog	The tool can be used to learn vocabulary, phrases, concepts of a foreign language. Working with cards can be used for self-examination of students, formative assessment in face-to-face class. Also, the resource can be provided to students to independently create assignments for each other; for example, analyze the text for new words and create tasks for them

Table 6 - Selected Web 2.0 Tools, their Capacity and Capability for Foreign Language Teachers

In many ways, the disclosure of the Web 2.0 resources potential depends on the creative approach of teachers. Moreover, resources can be used in several directions. If we turn to Bloom's Taxonomy, well-known among foreign language teachers, then Web 2.0 tools can be used depending on the cognitive complexity of the student's work. In 1956, Bloom proposed a classification (or taxonomy) of mental behavior from simple reproduction of facts to the

process of analysis and evaluation. Categories of thinking skills are considered by him as skills of different levels of complexity: from the simplest skill to the most complex (Murzagalieva et al, 2015). Taking into account the levels of mental behavior when choosing Web 2.0 tools is correlated with the principles of the cognitive-behavioral approach in teaching. Higher cognitive skills, such as analysis, synthesis, and evaluation, are a bridge from the volume of knowledge to a diverse experience of the activity.

Here are some examples of differentiation of the Web 2.0 potential depending on the level in Bloom's taxonomy. At the level of memorization, such a tool as <https://netvibes.com> can be used for submitting material to students: text in a foreign language for familiarization, grammatical material, rules, and analysis of vocabulary. At the application level, <https://netvibes.com> already serves for the development of writing skills: publishing posts or essays on the model of a teacher, and commenting using predefined phrases. At higher-order levels, such as synthesis and estimates, <https://netvibes.com> can be used as a platform for students' own blogs with reflection on the material they have passed, where they can combine the studied concepts, grammar, and cultural aspects, as well as evaluate each other's work under specified headings. Tool <https://www.educaplay.com> allows the creation of a video with embedded questions that is suitable for the level of understanding and development of listening skills. The same site develops tasks of a different type, and the student, faced with the task of creating a task on his own, will have to analyze the material (grammar, text, audio, etc.), understand it, and disassemble it into parts in order to isolate the elements suitable for the task. This application of the tool is suitable for the analysis level.

As we can see, the potential of Web 2.0 tools for foreign language teachers is almost limitless. Its productivity makes it possible to include students in independent search, selection of information, a participation in project activities, which forms their competencies of the XXI century. However, given the unequal opportunities and awareness of students, regardless of the number of digital elements in training, it is important to explain in detail how to use the chosen Web 2.0 tool, clearly identify the final goal, and understand what competence develops when using this resource.

Summing up, Web 2.0 tools have a huge potential for foreign language university and school teachers and depend on the capabilities and creativity of the user. In the vast majority, they reduce the amount of paperwork, automate many processes, such as mailing, checking assignments, providing instructions and contacting them, if necessary, etc., create space and inventory for cross-cultural projects, and also bring the teacher and the student into direct communication; the exchange of views between colleagues to a new

level, faster and corresponding to modern requirements, such as collaboration and cognitive competence approach. The lack of real language practice can be compensated with the help of Web 2.0 tools that create a language learning environment, allowing students to extract and generate knowledge, and not remain passive recipients of it.

However, any Web 2.0 technology makes foreign language learning comfortable, interactive, and enjoyable but guarantees success and fast progress. We recommend teachers the following procedure: (1) identify and choose the most convenient tools from among a large variety of tools; (2) learn how to use the chosen instrument in the classroom; (3) share with colleagues how to make the chosen tool more effective in foreign language teaching; (4) explore how to engage your learners in creating new materials with the help of the chosen tool; (5) teach other to use your tool and learn from others how to use their instruments.

Conclusion. Our mixed-method research revealed discrepancies between foreign language instructors' theoretical knowledge of Web 2.0 tools potential and its practical application. Having analysed scientific and methodological literature and both qualitative and quantitative data, retrieved from the online survey, we managed to identify five affordances of Web 2.0 tools that comply with contemporary educational needs and expectations of students and teachers such as (1) organizing task-based learning (TBL), (2) creating authentic materials for intercultural exchange, (3) media literacy, (4) critical thinking, and (5) soft skills formation in learner-teacher efficient cooperation. All this affordances relate to connectivist-based practices because all of them demand for cooperation, extensive discussion, and professional network establishment. We also recommended some effective Web 2.0 services that we already probated and ensure that they fully go with such principles as equality, diversity, inclusion, and safeguarding. Finally, we drew the framework of using Web 2.0 tools from their initial exploration to the full integration in educational process and constant cooperation with peers for achieving effectiveness for full-fledged foreign language teaching and learning. We have to warn that the development of high-quality training materials with the integration of Web 2.0 tools is a very time-consuming process that should be carried out in fruitful collaboration with learners and colleague but on sheer enthusiasm.

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Information about the authors:

Shelestova Tatyana – PhD, Buketov Karaganda University, Foreign languages faculty, the Department of Theory and practice of translation, Karaganda, Kazakhstan, *shelestova2009@mail.ru*, <https://orcid.org/0000-0001-5072-454X>, tel.: +77715294862;

Kalizhanova Anna – Master of Arts, Senior lecturer of Buketov Karaganda University, Foreign languages faculty, the Department of Theory and practice of translation, Karaganda, Mukanov St., 9, tel.: +77009265939, *anna.kalizhanova2017@gmail.com*, <https://orcid.org/0000-0003-2337-2280>;

Zhussupova Roza – C. Ped. Sc., Ass.Pr., L.N. Gumilyov Eurasian National University, Kazakhstan, Kazhimukan str., 11, Nur-Sultan city, Kazakhstan, tel: +7(7172) 709-500 (32-200), 77015011899, *rozazhusupova@gmail.com*, <https://orcid.org/0000-0003-1850-2052>;

Amrenova Assel – C.Phil.Sc., Associate Professor, Astana International University, Nur-Sultan, Kabanbai Batyr Avenue, 8., phone: + 77769991408, *assel.s.a@mail.ru*, <https://orcid.org/0000-0002-9935-2991>;

Shadiev Rustam – Professor, Nanjing Normal University, No. 122, Ninghai Road, Nanjing, China, *rustamsh@gmail.com*, <https://orcid.org/0000-0001-5571-1158>.

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