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EVALUATING THE EFFECTIVENESS OF E-LEARNING OF EFL FOR NON-LANGUAGE MAJORS OF UNIVERSITY STUDENTS IN WESTERN KAZAKHSTAN

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Abstract. This study investigates the effectiveness of the e-learning Easy English platform in enhancing English language skills among mainstreamed or non-language majors' university students at a public university in Western Kazakhstan. The research focuses on students from the college of natural sciences, pedagogy, and humanities who participated in a pilot project during the 2024-2025 academic year. About 400 students enrolled in the *Easy English* online educational platform to study English as a foreign language (EFL) at the A1-A2 levels. Students studied A1 level in the first semester and A2 in the second semester.

The study uses descriptive statistical data analysis to examine students' progress in grammar, vocabulary, listening, and speaking skills.

The results demonstrate the most students showed significant improvements in all targeted language areas, indicating that the platform is both effective and practical.

The research also reveals that the platform is engaging and accessible, fostering learner motivation and autonomy in language acquisition. Moreover, the study contributes to the growing body of research on technology-enhanced language learning in contemporary higher education contexts. It offers practical recommendations for curriculum developers, educators and specialists seeking to integrate e-learning into university EFL programmes.

By analyzing student performance and feedback, the study demonstrates how digital platforms can serve as a valuable supplement to formal classroom instruction. Overall, the study researches the pedagogical benefits and challenges of online language learning and provides for optimizing e-learning practices in higher education.

Keywords: online language learning, Easy English, digital education, English as a foreign language (EFL), non-language majors, learner autonomy, EFL programmes, online educational platform, digital learning tools, digital tools

Introduction

The rapid advancement of digital technologies has significantly transformed the landscape of higher education worldwide. Traditional face-to-face learning models are increasingly being complemented or in some cases replaced by online and blended learning formats. This change is particularly evident in language education, where digital platforms offer flexible, interactive, and learner-centered tools that support language acquisition beyond the classroom. [1, 17]

In the context of English as a Foreign Language (EFL), online platforms have proven to be especially useful for students in non-linguistic majors who may lack sufficient exposure to structured language instruction. These students often face challenges in learning English due to limited contact hours, lack of motivation, or insufficient prior knowledge. Digital learning tools, when well-designed, can address these challenges by providing accessible, self-paced, and engaging environments for skill development.

Kazakhstan, like many countries undergoing educational modernization, has increasingly integrated digital technologies into its national curriculum. According to the Higher Education Standards of the Republic of Kazakhstan, English is a mandatory subject for all first-year university students, regardless of their major. This requirement reflects the growing demand for English proficiency in academic and professional contexts, especially in fields of natural sciences, pedagogy, and humanities.

For students not specializing in EFL, structured and interactive online resources can provide essential support in mastering the language crucial to their major studies. The urban University in Western Kazakhstan implemented a pilot project to utilize the e-learning *Easy English* online platform in order to support acquisition of the A1-A2 levels of EFL to approximately 400 students for the 2024-2025 academic year.

The platform offers a comprehensive course structure aligned with the Common European Framework of Reference for Languages (CEFR), focusing on the development of four essential language skills: listening, speaking, reading, and writing. It also includes grammar exercises, interactive video content, and game-based tasks designed to increase learner motivation.

This article presents an analysis of students' feedback to assess the platform's effectiveness in enhancing the English language skills. The purpose of this research article: to evaluate the effectiveness of the Easy English e-learning platform in improving English language skills among non-language majors at a public university in Western Kazakhstan. The research key questions were:

1. How much does the platform help students improve grammar, vocabulary, speaking, and listening skills?
2. How was the usability of the software? How was student engagement?
3. Do students recommend the program?

By analyzing student feedback and learning outcomes, this paper aims to assess the pedagogical value of this digital language learning tool for language

acquisition amongst non-EFL majors in a Kazakhstani higher education context. The findings may inform future decisions regarding curriculum development, platform integration, and digital resource investment in EFL education.

Materials and methods

The integration of digital tools into second language acquisition has been widely recognized in recent years as an effective complement to traditional language instruction. Many research articles have shown that online learning platforms can enhance learner autonomy, engagement, and motivation, especially among beginner-level learners [2, 122-135]. According to Blake, online environments facilitate personalized learning pathways, enabling students to progress at their own pace while reinforcing core skills such as listening, grammar, and vocabulary.

In the EFL context, e-learning tools have demonstrated unique ability for mainstream students who often lack foundational linguistic training, but are required to use English in academic and professional contexts. Research by Sun and Yang emphasizes the importance of learner platforms that support self-regulated learning and provide immediate feedback features often lacking in traditional classroom settings. [3, 202] Likewise, Reinders and White highlight the importance of digital platforms that integrate multimedia content to stimulate cognitive and affective engagement. [4, 2]

Kazakhstan's educational policy increasingly encourages the use of technology in higher education, aligning with global trends toward blended and distance learning. [5, 396]. Studies in the Central Asian region, including those by Toleubayev and Alimkhanova, underscore the challenges and opportunities of implementing online English courses to support all students, including those not specializing in language. These studies report that while technical infrastructure and digital literacy can pose initial barriers, students generally respond positively to the flexibility and interactivity of digital platforms. [6, 46].

The *Easy English* online platform, used in this current study, supports the best practices identified in the literature. It offers structured modules that combine the four core language skills with gamified and multimedia elements that encourage active learning. Past research on similar platforms, such as Duolingo, Busuu, and Rosetta Stone shows that consistent usage contributes to measurable language improvement, particularly in grammar and vocabulary acquisition. [7, 24].

However, challenges remain in terms of platform accessibility and user navigation, especially among students with limited digital proficiency or lack of experience with flexible, independent learning. [8, 161]

The literature suggests that learner support mechanisms, including multilingual interfaces and integrated guidance, are essential for maximizing the benefits of online language tools. [9, 317].

Overall, the growing body of research supports the idea that e-learning

platforms can significantly enhance language acquisition, when properly implemented and aligned with learner needs. This study contributes to this literature by offering empirical data from a Kazakhstani university context, where structured online English instruction is still emerging as a formal component of the integrated higher education programs.

This study utilized a quantitative research design to evaluate the effectiveness of Easy English in developing English language skills among non-language major students at a large urban university in Western Kazakhstan. The research aimed to gather empirical data on students' experiences, progress, and perceptions after completing the A1 and A2 levels of the course during the 2024-2025 academic year.

The study sample consisted of first-year undergraduate students from the Faculties of Natural Sciences, Humanities, and Pedagogy. These students were enrolled in the compulsory English language course, as mandated by the Higher Education Standard of the Republic of Kazakhstan.

Data were collected using a structured questionnaire designed and administered via Google Forms. The questionnaire created in both Kazakh and Russian languages to ensure inclusivity and improve response accuracy.

In total, 100 students voluntarily participated in the study: 49 respondents filled out the survey question in Kazakh, the other 51 respondents completed in Russian, which was representing a 25% response rate out of approximately 400 students. All participants were native Kazakh speakers with various levels of prior English knowledge.

The instrument consisted of both closed- and open-ended questions, covering the following domains:

- Demographic information (gender, major, year of study)
- Frequency and duration of platform usage
- Perceived ease of use and technical accessibility
- Self-assessed improvement in English language skills (grammar, vocabulary, listening, speaking)
- Engagement and motivation levels
- Usefulness of specific platform features (videos, games, repetition tasks, etc.)
- Real-life applicability and overall satisfaction

The questionnaire was developed based on previously validated tools used in similar studies on e-learning and EFL platforms, and piloted on a small group of students (n=14) before being fully distributed, to improve the clarity and usefulness of the questions.

The survey was distributed at the end of the second semester, after students had completed course in both A1 and A2 levels of the *Easy English* platform. Data were collected over a two-week period and exported into Microsoft Excel and SPSS for analysis.

The collected data were analyzed using descriptive statistical methods, including frequency counts, percentages, and means. This analysis provided

insights into patterns of platform use, perceived language development, and overall learner satisfaction. Responses to open-ended questions were reviewed and grouped by themes to better understand students' feedback on the platform's strengths and areas for improvement.

The study complied with ethical research standards. Informed consent was obtained from all participants prior to completing the survey. Participation was anonymous and voluntary, and students were informed that their responses would be used solely for academic research purposes. No identifying information was collected, and all data were stored securely.

Results

1. Student Demographics

The majority of the respondents were first-year students across three colleges. Gender distribution was highly skewed, with 93% female and 7% male participants. This reflects the broader gender composition of the selected programs and may influence engagement trends and learning styles, as previous studies suggest female learners tend to show higher persistence in online learning environments. [10, 22].

2. Time Spent on the Platform

Student engagement levels varied:

- 1–2 hours/week – 39%
- 3–5 hours/week – 39%
- More than 5 hours/week – 12%
- Less than 1 hour/week – 10%

The data indicate that approximately 78% of students spent at least 1–5 hours per week on the platform, suggesting moderate engagement. This time investment aligns with prior research indicating that consistent, moderate use of digital learning tools can yield positive language outcomes. [11, 206]

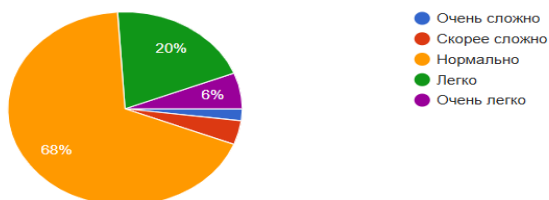
3. Platform Usability

Students reported varied experiences with platform navigation, and you can see in the following chart:

- 64,6% rated usability as “average”
- 22,2% found it “easy” or “very easy”
- 13,2 % reported difficulties

5. Насколько легко было пользоваться платформой?
50 responses

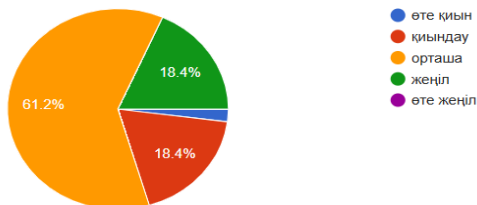
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5. Easy English оқу платформасын пайдалану қаншалықты оңай болды?

 Copy chart

49 responses



While most students managed to use the platform effectively, a notable portion experienced challenges, such as lack of multilingual support, technical difficulties, lack of clarity in task instructions. This highlights the need for improved user interface design and potential inclusion of multilingual support (Kazakh and Russian) to improve accessibility.

4. Most Helpful Features

Students identified the following features as most beneficial:

- Listening and repetition exercises – 34%
- Speaking tasks – 25%
- Grammar exercises – 17%
- Game-based and video lessons – 20%

These findings support the value of interactive and auditory elements in early-stage language acquisition. The importance of repetition and multimedia is well-documented in Second Language Acquisition (SLA) literature, particularly for low-proficiency learners. [2, 130]

5. Self-Assessment of English Proficiency: Before vs. After

Before the course:

- Beginner – 28%
- Elementary – 50%
- Pre-Intermediate and above – 22%

After the course:

- Beginner – reduced to 10%
- Pre-Intermediate – 49%
- Intermediate and above – 25%

The progression from beginner to pre-intermediate levels indicates a substantial improvement in English proficiency, particularly in grammar and listening. The self-assessed data, though subjective, are consistent with students' reported increased motivation and confidence and both key factors in successful language acquisition. [12, 37].

6. Skills Improved

Students reported the following areas of improvement:

- Grammar – 44%
- Vocabulary – 24%

- Speaking and pronunciation – 30%
- Listening – 15%

Grammar emerged as the most improved skill, possibly due to the structured nature of the platform's exercises. Listening and speaking, although less emphasized, also showed notable gains, supporting the role of digital repetition and audio-visual aids in listening comprehension.

7. Engagement and Perceived Usefulness

- 60% of students described the course as “interesting” or “very interesting”
- Only a small minority found it unengaging
- In terms of real-life benefit:
- 44% found it “very helpful”
- 36% said “somewhat helpful”
- 6,1% respondents found it “not helpful”

These findings highlight that the platform not only contributed to academic English development but also enhanced students' perception of language learning as relevant and enjoyable, which aligns with motivation theory in digital learning. [4, 6]

8. Students recommendations

A majority of students expressed willingness to recommend the course to others, demonstrating high user satisfaction and platform credibility. However, feedback indicated that platform accessibility could be improved, particularly for those unfamiliar with online learning systems. Suggestions included more intuitive navigation, technical support, and adaptive learning pathways for different student needs.

The results suggest that Easy English serves as an effective tool for beginner and elementary learners, particularly in grammar and listening development. However, some students still have difficulty navigating the platform, and suggest that better adaptation or multilingual support could be useful.

Discussion

The significant improvement in students' self-reported English proficiency, and also reflects the platform's ability to support independent learning. Particularly, most students reported increased motivation, which is a critical factor in language acquisition, especially in a digital environment.

This results presents the findings of the study, derived from survey responses of 100 first-year university students, who completed the A1 and A2 English language course using the Easy English online platform. The results are organized by themes, followed by a discussion that explains what they mean in relation to previous research and the goals of this study.

Overall, the findings demonstrate that Easy English is an effective tool for foundational EFL instruction among non-language major students. The course contributed to meaningful improvements in several language domains, particularly grammar and vocabulary. While students appreciated the interactivity

and multimedia content, the results also point to technical and pedagogical limitations, such as platform to use and insufficient emphasis on productive skills (e.g., writing).

These insights are consistent with existing literature on Computer-Assisted Language Learning (CALL), which emphasizes the importance of learner engagement, multimodal input, and adaptive learning design. [1, 77].

Future versions of the course could benefit from:

- Adding more advanced modules (B1-B2)
- Including writing practice and peer interaction tools
- Enhancing interface simplicity and multilingual guidance

This study contributes to the growing body of research validating digital learning environments in tertiary education and offers a practical model for similar institutions in Kazakhstan and other developing contexts.

Conclusion

This study affirms that the Easy English online platform offers a valuable and effective learning experience for non-EFL majors at public universities in Kazakhstan. With over 400 students participated in the program and demonstrated notable improvements in self language skills, particularly in grammar, vocabulary, and speaking, the platform serves as a practical supplement to formal language instruction.

Students responded positively to the course, highlighting its accessibility, engaging content, and real-world relevance. Interactive elements such as listening activities, repetition drills, and speaking tasks emerged as especially impactful. The progression in proficiency levels from beginner to pre-intermediate and beyond demonstrates the platform's ability to support measurable language development within a relatively short academic timeframe.

However, several areas for enhancement were identified. Some users encountered difficulties with platform navigation and suggested improvements such as multilingual support, clearer guidance, and a more intuitive user interface. Furthermore, expanding the course to include higher proficiency levels (B1-B2), along with increased emphasis on writing skills and peer interaction, could better cater to the varied needs of learners.

Future iterations of Easy English would benefit from integrating adaptive learning pathways and advanced-level modules, ultimately fostering deeper, more personalized language acquisition.

Overall, this study supports the growing body of evidence that e-learning platforms can serve as effective and friendly solutions in language education. As Kazakhstan continues to embrace online learning. Online tools like Easy English can play a critical role in language gaps and fostering academic success across disciplines.

Future research could explore long-term studies, compare this platform with others, or examine how it works when used in regular classrooms. This

would help better understand the long-term effects of digital learning on language development.

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**БАТЫС ҚАЗАҚСТАН УНИВЕРСИТЕТІНДЕГІ ТІЛДІК ЕМЕС
МАМАНДЫҚТАРДА ОҚИТЫН СТУДЕНТТЕРГЕ АҒЫЛШЫН
ТІЛНІ ҚАШЫҚТАН ОҚЫТУДЫҢ ТИІМДІЛІГІН БАҒАЛАУ**

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Аңдатпа. Бұл зерттеу Батыс Қазақстандағы мемлекеттік университеттің негізгі мамандықтан тыс немесе тіл мамандығы емес студенттер арасында *Easy English* онлайн-платформасының ағылшын тілін меңгеруге тиімділігін зерттейді. Зерттеу жаратылыстану ғылымдары, педагогика және гуманитарлық ғылымдары колледждерінің студенттеріне бағытталған, олар 2024-2025 оқу жылында пилоттық жобаға қатысты. Шамамен 400 студент *Easy English* онлайн платформасына тіркеліп, А1–А2 деңгейлерінде шет тіл ретінде ағылшын тілін (EFL) оқыды. Студенттер бірінші семестрде А1 деңгейін, екінші семестрде А2 деңгейін оқыды. Зерттеу студенттердің грамматика, сөздік қоры, тыңдау және сөйлеу дағдыларындағы прогресін бағалау үшін сипаттамалық статистикалық талдау әдісін пайдаланады.

Нәтижелер көрсеткендей, студенттердің көбісі барлық бағытталған тілдік дағдыларында елеулі жетістіктерге қол жеткізді, бұл платформаның тиімді әрі практикалық екенін көрсетеді.

Зерттеу сондай-ақ платформаның қызықты әрі қолжетімді екенін анықтайды, бұл студенттердің тіл үйренуге деген мотивациясын арттырады. Сонымен қатар, бұл зерттеу жоғары білімді технологиялық қолдау арқылы тіл үйрену саласындағы зерттеулерге өз үлесін қосады және оқу бағдарламаларын әзірлеушілерге, педагогтарға және мамандарға университеттік EFL бағдарламаларына электронды оқытуды интеграциялау бойынша практикалық ұсыныстарды ұсынады. Студенттердің нәтижелері мен пікірлерін талдай отырып, зерттеу онлайн платформалардың дәстүрлі сыныптық оқытуды толықтыруды құнды құрал бола алатынын көрсетеді.

Жалпы, бұл зерттеу онлайн тіл үйренудің педагогикалық артықшылықтары мен қиындықтарын зерттейді және жоғары білім беруде электронды оқытуды оңтайландыру бойынша нұсқаулықтарды ұсынады.

Тірек сөздер: онлайн тіл үйрену, Easy English, цифрлық білім беру, ағылшын тілі шет тілі ретінде (EFL), тілдік емес мамандықтар, білім алушының дербестігі, ағылшын тілі шежіресі бағдарламалары, онлайн білім беру платформасы, сандық оқу құралдары, сандық құралдар

ОЦЕНКА ЭФФЕКТИВНОСТИ ЭЛЕКТРОННОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ В УНИВЕРСИТЕТЕ ЗАПАДНОГО КАЗАХСТАНА

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Аннотация. Данное исследование исследует платформы электронного обучения Easy English в повышении навыков английского языка у студентов неязыковых или основных специальностей в государственном университете Западного Казахстана. Исследование сосредоточено на студентах колледжей естественных наук, педагогики и гуманитарных наук,

которые участвовали в пилотном проекте в 2024-2025 учебном году. Около 400 студентов зарегистрировались на онлайн-платформе Easy English для изучения английского языка как иностранного (EFL) на уровнях A1–A2. Студенты изучали уровень A1 в первом семестре и A2 во втором семестре.

Исследование использует дескриптивный статистический анализ для оценки прогресса студентов в грамматике, словарном запасе, навыках аудирования и говорения.

Результаты демонстрируют, что большинство студентов достигли значительных улучшений во всех целевых языковых навыках, что указывает на эффективность и практичность платформы. Исследование также выявляет, что платформа является увлекательной и доступной, способствуя мотивации и автономии студентов в изучении языка. Кроме того, исследование вносит вклад в растущее количество исследований по технологиям в обучении языкам в условиях современного высшего образования. Оно предлагает практические рекомендации для разработчиков учебных программ, преподавателей и специалистов, стремящихся интегрировать электронное обучение в университетские программы EFL.

Анализируя результаты и отзывы студентов, исследование демонстрирует, как цифровые платформы могут служить ценным дополнением к традиционному обучению в классе. В целом, исследование показывает педагогические преимущества и трудности онлайн-обучения и предлагает рекомендации по оптимизации практик электронного обучения в высшем образовании.

Ключевые слова: онлайн изучение языка, Easy English, цифровое образование, Английский как иностранный язык (EFL), неязыковые специальности, самостоятельность обучающегося, программы изучения английского языка как иностранного, онлайн-образовательная платформа, цифровые инструменты обучения, цифровые инструменты

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