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**LEARNING APP “FACE2FACE INTERMEDIATE” IN ENHANCING
MULTIMEDIA FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE**

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Abstract. The article addresses the challenge of effectively integrating multimedia learning software into foreign language education to enhance students' communicative competence. Despite the widespread use of such software, there are gaps in understanding its didactic properties, methodological functions, and the development of a comprehensive system for its use in education. The “Face2Face Intermediate” app was chosen as it fulfilled all educational criteria, including aligning with the English proficiency level of 8th-grade students, covering topics according to the Standard Curriculum, and offering extended information and innovation approach. The aim of the article is to demonstrate the impact of the "Face2Face Intermediate" learning e-app on improving the multimedia foreign language communicative competence of secondary school students. The research uses Likert scale survey to assess students' attitudes towards using the learning app, quantitative analysis of the collected data using SPSS, including frequency, percentage, and reliability assessments. This learning app was experimentally tested to determine what changes in students' language proficiency would be distinguished, which language aspects and speech skills would be improved or, conversely, whether there would be any linguistic or psychological challenges in using this app, both from the students' and teachers' perspectives. However, the high results obtained in forming of foreign language communicative competence allowed us to conclude that an educational e-app “Face2Face Intermediate” should be used in the learning process due to their positive effect.

Key words: multimedia software, foreign language communicative competence, “Face2Face Intermediate”, learning e-app, mobile apps, interactivity, Likert scale survey, experimental teaching

Introduction

Modern multimedia learning software has become an indispensable element of contemporary education, especially in foreign language teaching at the secondary school level. The pedagogical dictionary defines multimedia as a multi-component environment that integrates text, graphics, video, and animation, enabling learners to process information through different channels simultaneously. Fred Hofstetter offers a complementary perspective, describing multimedia as “the use of a computer to present and combine text, graphics, audio, and video with links and tools that allow the user to navigate, interact, create and communicate” [1].

Taken together, these definitions underscore two essential characteristics of multimedia in education. First, multimedia synchronizes visual and auditory information, which enhances comprehension and retention. Second, it fosters interactivity, allowing learners to actively engage with content rather than passively receive information. In this way, multimedia applications contribute not only to the development of linguistic knowledge but also to the formation of broader communicative and cognitive skills that are crucial in today’s digital learning environment.

In the field of foreign language education, researchers have highlighted the potential of ICT for enhancing communicative competence. For example, G.K. Nurgaliyeva, D.M. Jussubaliyeva and E.V. Artykbaeva emphasize the methodological role of ICT in education, while A.T. Chaklikova and F.K. Atabayeva focus on its integration into language learning. At the same time, scholars such as M.A. Bovtenko, B.A. Kruze and S.A. Arapova underline the need to conceptualize multimedia competence as part of teacher training [2–10].

This situation reveals a clear contradiction between the increasing demand for students who can communicate effectively in a digital environment and the lack of a comprehensive methodological framework for developing multimedia communicative competence in secondary schools.

Although the pedagogical value of ICT is widely acknowledged, there is still a methodological gap: practical strategies and systematic models for integrating multimedia applications into secondary school classroom practice remain underdeveloped. This contradiction directly frames the central research problem of our study.

To bridge this gap, the present study investigates the Face2Face Intermediate learning app, a widely used communicative English course with digital support. By aligning with the secondary school curriculum, the app provides structured, interactive, and motivating practice opportunities. The research examines how its integration can enhance students’ multimedia foreign language communicative competence and thus address the methodological shortcomings identified above.

Materials and Methods

The study followed a quasi-experimental design with two experimental groups (EG) and two control groups (CG) drawn from 8th-grade students at Zhanaturmys Secondary School in the Almaty region. The total sample consisted

of 48 students aged 14–15 years. Participants were distributed as follows: EG1 (n = 12), EG4 (n = 12), CG2 (n = 12), and CG3 (n = 12). Both control and experimental cohorts were balanced by gender (13 girls and 11 boys in each condition) and included a mix of advanced, average, and weaker learners, ensuring comparable baseline conditions. Since the groups represented intact classroom sections, random assignment was not feasible. Instead, equivalence was established through teachers’ assessments of prior academic performance.

Stage 1: Survey of attitudes

At the outset of the semester, all 48 participants completed a five-item Likert-scale questionnaire designed to elicit their perceptions of using mobile applications for English learning. The items addressed four dimensions: enjoyment, perceived usefulness, ease of use, and the relative value of apps compared with traditional instruction. Responses were collected via Google Forms on a five-point scale (Strongly Agree to Strongly Disagree). The survey served to establish baseline data on students’ attitudes toward digital tools prior to the intervention.

Stage 2: Experimental teaching

During a single semester (2.5 months), both the experimental (EG) and control (CG) groups studied according to the official 8th-grade state English curriculum. In the experimental groups, however, the Face2Face Intermediate learning app was systematically incorporated as an additional instructional resource. The app was selected for its close alignment across curricular requirements and its potential to provide structured, interactive practice in grammar, vocabulary, listening, speaking, reading, and writing.

To ensure coherent integration into classroom instruction, the teaching process was organized around a seven-step methodological framework:

- 1) defining learning objectives,
- 2) selecting and sequencing content,
- 3) determining the appropriate level of training,
- 4) identifying suitable digital learning tools,
- 5) implementing practice tasks, assignments, and assessments,
- 6) designing the structure of lessons,
- 7) applying interactive methods to guide cognitive and communicative activities.

Prior to the intervention, students in the experimental groups participated in a brief orientation session on the use of the app, which was conducted by the classroom teacher. Technical and pedagogical support was provided on an ongoing basis throughout the semester.

Stage 3: Post-experimental assessment and analysis

At the end of the semester, all participants completed a post-test designed to evaluate learning outcomes. The test measured grammar and vocabulary through objective tasks, while listening, reading, speaking, and writing were assessed through performance-based tasks aligned with the state curriculum. Speaking and writing tasks were evaluated using analytic rubrics focused on accuracy, fluency, coherence, and vocabulary range. Assessments were conducted in accordance with curriculum standards.

Data from both the survey and the post-test were analyzed using SPSS. Descriptive statistics (frequency and percentage) were used to summarize responses, while comparative analysis of experimental and control groups allowed the identification of differences attributable to the app-based intervention.

Ethical approval for the study was obtained from the school administration, and parental consent as well as student assent were secured prior to participation. All data were anonymized for analysis.

Results and Discussion

The results of the research are displayed in tables created with SPSS and Google Forms. These tables were analyzed according to the collected data.

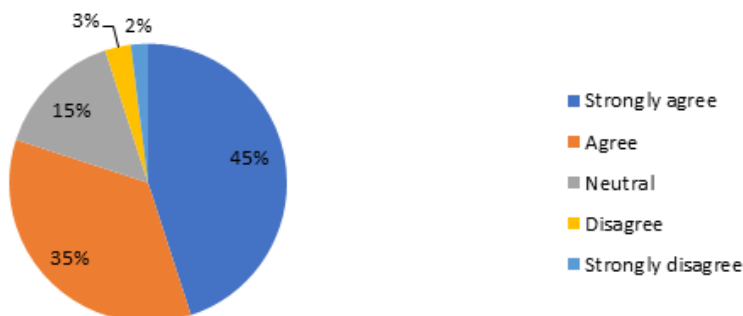
At the very first stage of the experiment, a survey was conducted among all groups (both CG and EG) of students to determine their priorities in using educational apps for learning English.

The survey consisted of 5 statements to which the students (a total of 48 respondents) were required to provide one of the responses (“Strongly Agree”, “Agree”, “Neutral”, “Disagree”, “Strongly Disagree”).

1. I enjoy using mobile apps to practice English.
2. Mobile apps make learning English more fun.
3. I find mobile apps helpful for improving my English skills.
4. I prefer using mobile apps over traditional classroom methods for learning English.
5. I feel that mobile apps are easy to use for learning English.

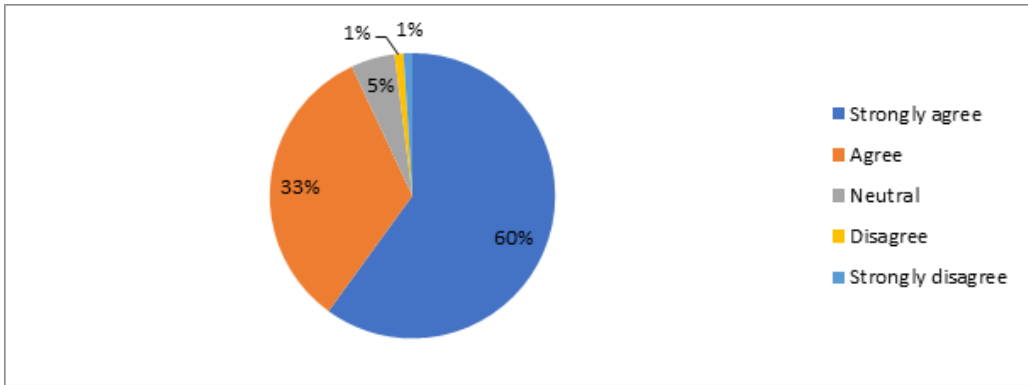
After data collection, the following results of the survey were obtained.

The survey results illustrated in Picture 1 show a strong consensus among the students’ responses to the statement “I enjoy using mobile apps to practice English.” Forty-five percent of the students answered “Strongly Agree” and 35% answered “Agree”, which clearly indicates a high level of interest in using educational apps for learning English. Only 15% responded neutrally and 5% disagreed with the statement. This suggests that, even prior to the intervention, students were positively disposed toward mobile learning, which aligns with recent research highlighting learner motivation as a key driver of technology integration.



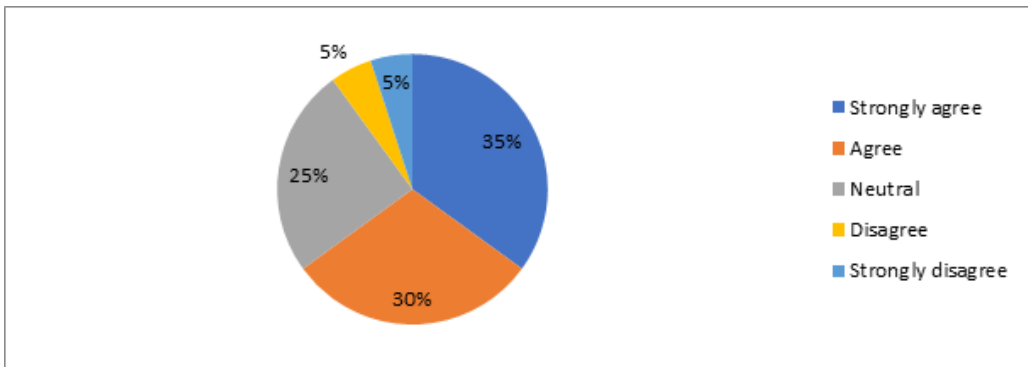
Picture 1 - Results of survey responses

The students’ response to the statement “Mobile apps make learning English more fun” was even more positive. Sixty percent of respondents selected “Strongly Agree” and 33% chose “Agree,” with only minor percentages expressing neutrality (5%) or disagreement (2%). The strong majority suggests that perceived enjoyment is a central factor in sustaining engagement with app-based learning. Enjoyment therefore appears not only as a motivational driver but also as a prerequisite for the successful adoption of digital tools (Picture 2).



Picture 2 - Results of survey responses

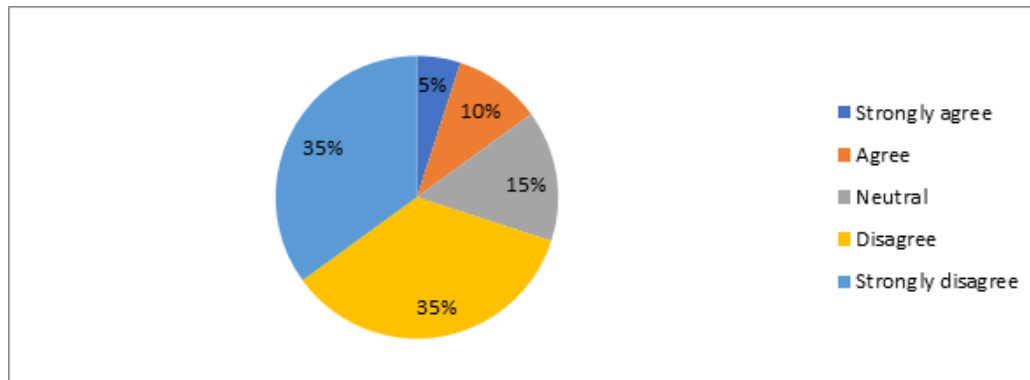
For the statement “I find mobile apps helpful for improving my English skills”, agreement levels were slightly lower: 35% “Strongly Agree” and 30% “Agree.” Neutral responses (25%) and disagreement (10%) were more frequent than in previous items (Picture 3). This indicates that while students recognize the usefulness of apps, they may not yet view them as equally effective across all skills. The finding supports previous studies that emphasize the supplementary role of ICT rather than its full replacement of teacher-led instruction.



Picture 3 - Results of survey responses

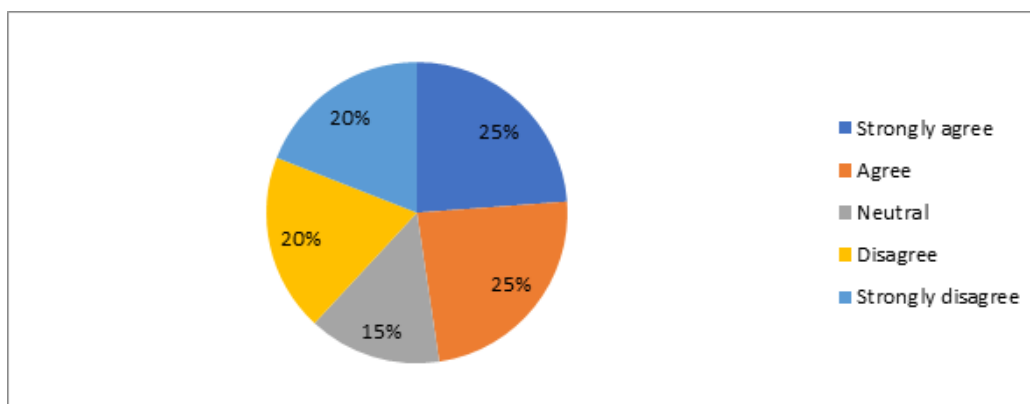
The statement “I prefer using mobile apps over traditional classroom methods” revealed the most resistance. Thirty-five percent of students selected “Disagree” and another 35% “Strongly Disagree,” while only 15% agreed to

some extent (Picture 4). This contrast highlights a dual perception: students enjoy and value apps, but they firmly consider traditional methods indispensable. This ambivalence underlines the role of apps as a complement rather than a substitute for classroom teaching.



Picture 4 - Results of survey responses

Finally, for the statement “I feel that mobile apps are easy to use for learning English”, the responses were more mixed: 25% agreed strongly, 25% agreed, 20% were neutral, and the remaining 30% expressed disagreement (Picture 5). These results suggest that while many students find apps accessible, a significant minority face challenges, particularly in independent tasks related to listening, speaking, and writing. This points to the need for structured teacher support and scaffolding during app integration.



Picture 5 - Results of survey responses

After conducting the survey, we proceeded with the teaching process, which lasted for the third semester, the longest period of the school academic year, spanning 2.5 months. It is important to note that both the control (CG2 and CG3) and experimental groups (EG1 and EG4) followed the 8th-grade State Curriculum. The only difference was that in the experimental groups (EG1 and

EG4), in addition to traditional teaching methods, an educational app “Face2Face Intermediate” was implemented.

“Face2Face Intermediate” is a well-known and highly popular general English course in Europe, designed for teenagers and adults who aim to communicate swiftly and effectively in today’s world. Utilizing a communicative approach, the course integrates the best aspects of contemporary methodology with innovative features that enhance both language learning and teaching. This app is intended to provide additional practice and reinforcement of the material covered in the Face2Face Intermediate course book. It offers an interactive and engaging way to improve language skills, making learning more dynamic and accessible.

Here’s an overview of what the app generally provides:

1. Use of English:

Grammar: Mastering intermediate-level grammar structures and rules to use English more accurately and effectively.

Pronunciation: Enhancing pronunciation and intonation through listening and speaking activities to improve clarity and accent.

Vocabulary: Expanding vocabulary with relevant and practical words and phrases to improve communication and understanding.

2. Listening: Improving listening skills to understand spoken English through listening activities, audio materials and drills, and real-life conversations.

3. Reading: Enhancing reading comprehension skills through a variety of texts, such as articles, stories, and informative passages.

4. Speaking: Improving English speaking skills through participation in dialogues, role-plays, and discussions that foster fluency and correct pronunciation.

5. Writing: Strengthening writing skills by practicing in drafting essays, emails, and other written forms with an emphasis on correct grammar and vocabulary.

After the experimental training, we began post-experimental diagnostics. For this purpose, the SPSS statistical method was utilized.

The research findings are displayed in tables created using SPSS and Google Forms. These tables were analyzed and interpreted according to the data collection.

According to the data provided in Table 1, 56.7% of respondents from the experimental groups reported receiving training or support to effectively use Face2Face Intermediate, while 43.3% of respondents from the control groups indicated that they had not received any such training or support.

Table 1. Results showing the number of participants who received training in using “Face2Face Intermediate” app

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	56.7	56.7	56.7
No	13	43.3	43.3	100
Total	30	100	100	

Table 2 illustrates the participants' perspectives on the implementation of the "Face2Face Intermediate" learning app in secondary school. Importantly, the control groups (CG2 and CG3) also demonstrated some progress over the semester, reflecting the impact of regular classroom instruction. Post-test results indicated moderate gains: listening (+3%), writing (+5%), speaking (+9%), and grammar/vocabulary (+18%). While these results confirm that learning occurs under standard instruction, the magnitude of improvement was consistently lower than in the experimental groups.

Table 2. Results of implementing "Face2Face Intermediate" app

	Frequency	Percent	Valid Percent	Cumulative Percent
Improving listening skills	2	6.7	6.7	6.7
Improving writing skills	5	16.7	16.7	23.3
Enhancing Use of English	16	53.3	53.3	76.7
Improving speaking skills	7	23.3	23.3	100
Total	30	100	100	

Importantly, the control groups (CG2 and CG3) also demonstrated some progress over the semester, reflecting the impact of regular classroom instruction. Post-test results indicated moderate gains: listening (+3%), writing (+5%), speaking (+9%), and grammar/vocabulary (+18%). While these results confirm that learning occurs under standard instruction, the magnitude of improvement was consistently lower than in the experimental groups.

Post-test analysis showed clear differences between the experimental and control groups. Twenty-four respondents from the experimental groups (EG1 and EG4) achieved substantial improvements across all skills: listening (+6.7%), writing (+16.7%), speaking (+23.3%), and grammar/vocabulary (+53.3%). These results confirm the effectiveness of the educational app, particularly in productive skills where traditional instruction often yields slower progress.

A direct comparison between EG and CG underscores the added value of app-based learning. For example, the writing improvement of +16.7% in the EG was more than three times higher than the +5% observed in the CG. Similarly, grammar and vocabulary improved by +53.3% in the EG compared to +18% in the CG. These contrasts suggest that the Face2Face Intermediate app was not merely a motivational supplement but a significant factor in accelerating learning outcomes.

Thus, it can be stated that significant improvements in all skills clearly indicate that this application can be used in the educational process in teaching English to 8th-grade students. Moreover, the comparative data show that the observed gains were not simply the result of natural classroom progression, but were amplified by the structured, interactive, and multimodal features of the app.

A language multimedia app "Face2Face Intermediate" is software that incorporates text, audio, video, graphics, and animations to teach English and its culture. Its educational features include multimedia integration, interactivity,

feedback, versatility, multi-level instructional content, and autonomy. Each of these features plays a methodological role in enhancing all aspects of students' foreign language communicative competence.

The enhancement of students' multimedia foreign language communicative competence through this language multimedia app relies on a suitable teaching methodology that considers several organizational and pedagogical conditions: (a) alignment with learning objectives and providing the right conditions for knowledge acquisition and skills development; (b) the methodological accuracy of the multimedia instructional materials; (c) the existence of a well-defined sequence of educational activities for all participants; (d) assessing the psychological readiness of participants to use the language multimedia app effectively; and (e) the cost-effectiveness of using this language multimedia app.

The process of using language app “Face2Face Intermediate” to develop students' multimedia foreign language communicative competence involves seven key steps: 1) defining the learning objectives, 2) selecting and organizing the content, 3) establishing the training level, 4) choosing the learning tools to be used, 5) implementing practice exercises and activities, tests, and assignments to monitor mastery of the course content, 6) designing the structure for planning and conducting lessons, and 7) identifying a range of methods and techniques to organize students' educational and cognitive activities.

Conclusion

The present study investigated the impact of the learning app Face2Face Intermediate on enhancing multimedia foreign language communicative competence among 8th-grade students. The results demonstrate that systematic integration of this app into classroom instruction led to measurable improvements across all language skills, particularly in productive areas such as writing (+16.7%) and speaking (+23.3%), while grammar and vocabulary showed the most substantial gains (+53.3%). These findings suggest that multimedia applications, when carefully aligned with curriculum objectives and supported by structured methodological guidance, can effectively complement traditional teaching methods and accelerate the development of communicative competence.

Nevertheless, several limitations of this study should be acknowledged. First, the research was conducted with a relatively small sample of 48 students from a single school, which may restrict the generalizability of the findings. Second, the analysis relied primarily on descriptive statistics and self-reported attitudes, without the application of inferential statistical tests, thereby limiting the strength of causal inferences. Third, some participants encountered challenges in independently navigating the app, particularly in listening, speaking, and writing tasks, highlighting the necessity of continuous pedagogical support and teacher scaffolding during app-based learning.

Despite these limitations, the study offers valuable practical implications for educators. Effective integration of multimedia applications requires alignment with learning objectives, careful lesson structuring, and ongoing pedagogical support. Additionally, teacher training in the purposeful use of such apps is

crucial to enable students to engage with tasks independently. For curriculum developers, incorporating multimedia activities as complementary rather than substitutive elements of traditional instruction can enhance student engagement while preserving instructional rigor.

From a theoretical perspective, the findings reinforce and refine the concept of multimedia foreign language communicative competence. The study shows that multimedia features: interactivity, multimodal input, immediate feedback, and content versatility facilitate the simultaneous development of linguistic knowledge, cognitive skills, and communicative abilities. In other words, apps like Face2Face Intermediate can operationalize this competence by providing authentic, context-rich practice that extends beyond conventional classroom boundaries.

Future research should aim to overcome the current limitations by utilizing larger and more diverse samples, incorporating inferential statistical analyses to reinforce the robustness of findings, and investigating the long-term impacts of app-based learning. Comparative studies examining different applications or instructional approaches could further clarify which features most effectively foster multimedia foreign language communicative competence. Moreover, investigations into integration strategies, teacher professional development, and curriculum adaptation would offer practical guidance for the scalable and effective implementation of multimedia learning tools.

In conclusion, although the Face2Face Intermediate app is not intended to replace teacher-led instruction, its structured, interactive, and multimodal design shows considerable potential for enhancing multimedia foreign language communicative competence, providing meaningful contributions both in practical classroom application and in the theoretical understanding of contemporary foreign language education.

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ШЕТ ТІЛДІК МУЛЬТИМЕДИЯЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДА “FACE2FACE INTERMEDIATE” БІЛІМ БЕРУ ҚОСЫМШАСЫ

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Аңдатпа. Мақалада мультимедиялық білім беру бағдарламаларының шет тілдерін оқытуға тиімді интеграциялау мәселесі қарастырылады, бұл оқушылардың коммуникативтік құзыреттілігін арттыруға бағытталған. Мұндай бағдарламалардың кеңінен қолданылуына қарамастан, оның дидактикалық қасиеттерін, әдістемелік функцияларын және оны білім беруде қолданудың кешенді жүйесін түсінуде олқылықтар бар. Осы тұрғыда “Face2Face Intermediate” қосымшасы таңдалды, себебі ол ақпарат пен инновацияны ұсынады, білім беру бағдарламасының стандарттарына сәйкес келетін тақырыптарды қамтиды және 8-сынып оқушыларының ағылшын тілін меңгеру деңгейіне сәйкес келеді. Мақаланың мақсаты - орта мектеп оқушыларының мультимедиялық шет тіліндегі коммуникативтік құзыреттілігін арттыруға «Face2Face Intermediate» білім беру электронды қосымшасының әсерін көрсету. Зерттеу оқушылардың білім беру қосымшасын пайдалануына қатысты көзқарастарын бағалау үшін Лайкерт шкаласы бойынша сауалнаманы, жиналған деректерді SPSS көмегімен сандық талдауды, соның ішінде жиілік, пайыздық және сенімділік бағалауларын пайдаланады. Бұл білім беру қосымшасы оқушылардың тілді меңгеруінде қандай өзгерістер болатынын, қандай тілдік немесе айтылым дағдыларының жақсаратынын немесе керісінше, оқушылар мен мұғалімдер үшін де осы қосымшаны пайдалану кезінде қандай да бір тілдік немесе психологиялық мәселелер туындайтынын анықтау үшін эксперименталды түрде сынақтан өткізілді. Дегенмен, шет тілдік коммуникативтік құзыреттілікті қалыптастыру барысында қол жеткізген жоғары нәтижелер «Face2Face Intermediate» білім беру электрондық қосымшасының тиімді әсер етуіне байланысты оқу процесінде пайдалану қажет деген қорытынды жасауға мүмкіндік берді.

Тірексөздер: мультимедиялық бағдарлама, шет тілдік коммуникативтік құзыреттілік, “Face2Face Intermediate”, электронды оқыту қосымшасы, мобильді қосымшалар, интерактивтілік, Лайкерт шкаласы бойынша сауалнама, эксперименттік оқыту

ОБУЧАЮЩЕЕ ПРИЛОЖЕНИЕ “FACE2FACE INTERMEDIATE” В ФОРМИРОВАНИИ МУЛЬТИМЕДИЙНОЙ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

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Аннотация. Статья рассматривает проблему эффективной интеграции мультимедийного учебного программного обеспечения в обучение иностранным языкам для повышения коммуникативной компетенции учащихся. Несмотря на широкое использование такого программного обеспечения, существуют пробелы в понимании его дидактических свойств, методологических функций и разработки комплексной системы для его использования в образовании. Приложение «Face2Face Intermediate» было выбрано, так как оно соответствует всем образовательным критериям, включая соответствие уровню владения английским языком учащихся 8-х классов, охватывает темы в соответствии с типовой программой и предлагает расширенную информацию и инновационный подход. Цель статьи - продемонстрировать влияние учебного электронного приложения «Face2Face Intermediate» на улучшение мультимедийной коммуникативной компетенции учащихся средней школы. Исследование использует опрос по шкале Лайкерта для оценки отношения учащихся к использованию учебного приложения, количественный анализ собранных данных с использованием SPSS, включая частотные, процентные и надежность оценки. Это учебное приложение было экспериментально протестировано с целью определения, какие изменения произойдут в уровне владения языком учащимися, какие языковые навыки и речевые умения будут улучшены или, наоборот, возникнут ли какие-либо лингвистические или психологические проблемы при использовании этого приложения, как для учащихся, так и для преподавателей. Однако высокие результаты, полученные в формировании иноязычной коммуникативной компетенции, позволили сделать вывод о том, что образовательное электронное приложение “Face2Face Intermediate” следует использовать в процессе обучения из-за его положительного эффекта.

Ключевые слова: мультимедийное программное обеспечение, иноязычная коммуникативная компетенция, “Face2Face Intermediate”, учебное электронное приложение, мобильные приложения, интерактивность, опрос по шкале Лайкерта, экспериментальное обучение

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