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ЦИФРЛЫҚ РЕСУРСТАР МЕН АУТЕНТИКАЛЫҚ МӘТІНДЕРДІҢ ЕУРОПАЛЫҚ ТІЛДЕРДІ МЕНГЕРУ ДЕҢГЕЙЛЕРІНІҢ ЖАЛПЫ СИПАТТАМАСЫ (CEFR) ТАЛАПТАРЫНА САЙ ТІЛДІК ҚҰЗЫРЕТТІЛІККЕ ҚОЛ ЖЕТКІЗУДЕГІ РӨЛІН ЗЕРТТЕУ

Аңдатпа

Мақалада шетел тілдерін меңгеруде цифрлық ресурстар мен аутентикалық мәтіндердің рөлі талданады. Олардың оқу процесіне енгізілуі студенттердің мотивациясы мен дербестігін арттырып, теориялық білімді практикалық қолданумен ұштастыра отырып, Еуропалық тілдерді меңгеру деңгейлерінің жалпы сипаттамасы шеңберінде тілдік құзыреттерді қалыптастыруға ықпал ететіні көрсетіледі.

Түйін сөздер: Еуропалық тілдерді меңгеру деңгейлерінің жалпы сипаттамасы, цифрлық ресурстар, аутентикалық мәтіндер, әрекетке бағытталған тәсіл, шетел тілдерін оқыту, тілдік құзіреттілік

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ИЗУЧЕНИЕ РОЛИ ЦИФРОВЫХ РЕСУРСОВ И АУТЕНТИЧНЫХ ТЕКСТОВ В ДОСТИЖЕНИИ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ В СООТВЕТСТВИИ С ОБЩЕЕВРОПЕЙСКИМИ КОМПЕТЕНЦИЯМИ ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ (CEFR)

Аннотация

Данная статья рассматривает значение цифровых ресурсов и аутентичных текстов в обучении иностранным языкам в контексте Общеввропейских компетенции владения иностранным языком. Подчеркивается, что их интеграция в учебный процесс повышает мотивацию и самостоятельность учащихся, обеспечивая доступ к реальному языковому материалу. Использование таких ресурсов помогает соединить теорию с практикой и формировать навыки эффективного владения языком в различных ситуациях.

Ключевые слова: Общеввропейские компетенции владения иностранным языком, цифровые ресурсы, аутентичные тексты, ориентированный на действие подход, преподавание иностранных языков, уровень владения языком

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EXPLORING THE ROLE OF DIGITAL RESOURCES AND AUTHENTIC TEXTS IN ACHIEVING CEFR LANGUAGE PROFICIENCY

Annotation

This article examines the importance of digital resources and authentic texts in foreign language teaching within the context of the CEFR. It emphasizes that their integration into the learning process enhances learners' motivation and independence by providing access to real language material. The use of such resources helps connect theory with practice and develop effective language skills in a variety of situations.

Key words: CEFR, digital resources, authentic texts, the action-oriented approach, foreign language teaching, language proficiency

This article is an overview of the digital resources and authentic texts in foreign language teaching with particular attention to how these materials support the attainment of CEFR proficiency levels.

We undertook this aspect of methodology because foreign language learning has transformed significantly over the past few decades, with the advancements in technology and the growing accessibility of digital resources being instrumental in the development of frameworks as the Common European Framework of Reference for Languages (CEFR), which has become a commonly approved standard for description and measurement of language proficiency.

One of the main components of proficiency achievement is development of learners' ability to accomplish tasks of different natures. In that regard, authentic texts are often considered as essential materials for encouraging task-based learning. Due to the increase of various digital tools, learners have access to a wider selection of authentic materials from sources such as online platforms, social media, podcasts, and video contents than they used to have before.

When considering recent contributions to the field of didactics on the role of digital technologies, certain authors have shown the advantages of using various virtual learning tools such as the increase of motivation through engagement in classroom and autonomy by allowing self-paced learning in learners while providing flexibility by encouraging personalised learning experiences through different platforms [1, 2]. According to several researchers, authentic materials are considered an effective teaching strategy. These materials, which are created for native speakers, expose students to real-life language use, which is different from what they might find in a textbook. By engaging with these authentic texts, students can close the gap between classroom learning and real-world communication. The authors argue that this approach not only improves students' language skills, but also boosts their motivation and sense of accomplishment [3, 4].

Thus, based on these various studies as well as the review of several digital materials, we will understand how authentic texts can improve the ability of learners to engage in real-life situations by studying their advantages. Furthermore, we will examine the use of digital and authentic resources in the learning process, as well as strategies for integrating them effectively at different CEFR levels.

The Role of Authentic Texts in Language Learning

Authentic texts, such as articles, podcasts, videos, posts on social media or others, are the materials created for the native speakers. According to early literacy expert Lesley Morrow, authentic texts are genuine pieces of language created by real speakers or writers for a specific audience, intended to communicate a meaningful message [5]. Unlike contrived texts, they are not specifically designed for teaching reading or developing a particular set of skills. They reflect vivid, spontaneous and culturally colored speech. Those kinds of texts allow learners to get acquainted with

different language registers, idiomatic expressions, colloquial vocabulary and natural discourse which is especially important for achieving functional communicative competence in accordance with CEFR levels.

The usage of authentic texts is closely connected with the action-oriented approach (l'approche actionnelle) underlying CEFR. According to this approach, learners are considered as social agents who are completing real-life tasks in certain communicative situations. Engagement with materials from real life encourages learners to use the language for the achievement of certain objectives — ranging from basic survival scenarios at A1 level to advanced argumentation at C2 level [6, 7]. Therefore, they serve as a foundation for purposeful and meaningful learning that reflects authentic communicative situations. Authentic texts provide a realistic language environment for carrying out such tasks as podcast analysis and retelling, writing a review, and participation in online discussion. This facilitates not only the acquisition of language means, but also the development of pragmatic competence and cultural awareness.

Authentic texts can be used in every level of language proficiency. For beginners, this could be simple announcements, menus or short posts on social media, whereas for advanced — learners editorials, blog posts, or video-based discussions. Modern digital tools, such as interactive subtitles and platforms offering adapted content, simplify access to such materials and enhance their effectiveness, fostering greater learner motivation and engagement.

The integration of authentic texts into the learning process helps achieve the main goals set out by the CEFR — developing the skills to understand, interpret, and use the language in real-life situations.

The Use of Digital Resources in Achieving CEFR Goals

With the development of digital technologies, they have become an inseparable part of both the learning process and the field of foreign language education. In the last few years, there has been the active implementation of digital resources into the foreign languages teaching practice which encourages more flexible, accessible and interactive learning. It is particularly important to note that such resources align with the goals and philosophy of the CEFR, which aims to develop real communicative skills. They offer new opportunities for realisation of the objectives embedded at the CEFR core, especially in the context of the action-oriented approach. The learning process is built not only on studying language, but also on the implementation of project-based, communicative, and interactive tasks.

By integrating digital tools, the language environment can be extended beyond the classroom, immersing learners in an authentic, multi-channel communicative context. Moreover, they support effectively the realisation of the action-oriented approach since they allow creation of educational situations that imitate real social tasks: engaging in correspondence, taking part in online discussions, searching for information, and creating multimedia content. Thus, digital technologies serve not only to enhance the learning process but also to support learners in achieving the

specific objectives set out in the CEFR descriptors through the practical use of language in digital environments.

One of the key advantages of digital technologies in foreign languages teaching is the possibility of extending the language environment outside the traditional classroom. Learners might interact with authentic texts and materials created for native speakers through Internet — for example, news websites (*BBC, Deutsche Welle, France 24*), podcasts (*Spotify, Apple Podcasts, Podbean*), video content (*YouTube, TED, Arte.tv*), blogs, forums and social media (*Reddit, Twitter/X, Instagram, TikTok*). These materials provide a natural language environment where learners come into contact with natural language, cultural specifics, and a wide range of speech situations.

The digital environment also offers ‘multimodal language perception’ — the combination of visual, auditory, and textual channels. Researchers such as Carey Jewitt and Kay O'Halloran emphasize that using multiple modalities supports deeper understanding and more effective acquisition of language material [8]. For example:

- watching video with interactive subtitles through *LingQ, YouGlish, CaptionPop*;
- online reading with instant translation and vocabulary support through *Readlang, Reverso Context, Glosbe*;
- interactive dialogue and pronunciation practice in *Elsa Speak, Mondly, Speechling*.

Modern online platforms propose personalized approach, like:

- *Duolingo, Babbel, Memrise* — for the gradual acquisition of lexicogrammatical structures;
- *Quizlet, Anki, Wordwall* — for vocabulary practice and reinforcement;
- *BBC Learning English, Deutsche Welle Deutsch Lernen* — for systematic language learning aligned with the CEFR;
- *News in Levels, The Day, LeMonde.fr – Facile* — for reading the news adapted by levels.

Learners can manage their education on their own, form an individual learning path, choose topics that interest them, and practice at times that are convenient by using these resources. This corresponds to the principles of autonomous learning and the competence-based approach foundational to the CEFR.

Besides, digital platforms support asynchronous and synchronous interaction: participation in language communities, online discussions, voice chats (e.g., via *Discord, Tandem, HelloTalk*), and virtual language exchange clubs — all of which create an authentic context for language use in action.

Each task proposes the usage of digital platforms, corresponds to the type of speech activity (reading, listening, speaking and writing) and helps learners to consistently

progress along with CEFR scale depending on practical objectives and real communicative scenarios.

At the beginner levels (A1–A2) learners complete simple communicative actions such as introducing themselves, talking about their family or expressing basic needs. In digital environment, this may include:

- *Video introduction “About Myself”* – creating a short video message using tools like Flip, Voki, or ChatterPix, where learners talk about themselves, their family, or favorite activities.
- *An email to a friend* – writing and exchanging messages via Padlet, Google Docs, or an LMS platform, where learners practice simple written forms of communication (A2: describing a weekend, a favorite movie, etc.).

Tasks characteristic of intermediate levels (B1–B2) involve the tasks that include exchange of opinions, argumentation, description of events, planification and participation in projects. Therefore, at this point, digital tasks become more complex:

- *Discussions on online forums on a relevant topic* — platforms such as Edmodo, Discord, or Telegram groups, where learners comment on others’ statements, ask follow-up questions, and express their own opinions.
- *Project video presentation* — using tools like Canva, PowerPoint, and Loom or Zoom to prepare and record a presentation on a given topic, for example, “Environmental initiatives in my city.”
- *Podcast creation* — the Anchor.fm tool allows students to produce a short episode (3–5 minutes) on topics such as cultural differences, travel, or personal experience, aligned with B1–B2 level requirements.

At advanced levels (C1–C2), tasks are aimed at developing skills of analysis, argumentation, critical interpretation, stylistic versatility and intercultural awareness:

- *Organizing online debates* — students are divided into teams, prepare arguments on a controversial topic (e.g., “Artificial Intelligence: Threat or Opportunity?”), and conduct discussions via Zoom using collaborative whiteboards like Miro or Jamboard.
- *Creating a multimodal blog or essay* — using platforms such as Medium or Blogger to publish analytical texts incorporating graphics, hyperlinks, and video content.
- *Comparative analysis of digital media* — students analyze video materials and infographics (using Edpuzzle, YouTube + Language Reactor), comparing styles, arguments, and cultural contexts.

These kinds of tasks develop communicative competence and form ‘multimodal perception, critical thinking, and digital literacy’ which is crucial within the framework of the updated CEFR and the action-oriented approach. Students learn to

use the language as an instrument for real interaction, problem-solving and self-development in a digital and intercultural environment.

Blending Digital Tools and Authentic Texts

Upon closer examination of authentic texts and digital resources, it is appropriate to analyze how their combination enhances the educational effect. Together they create conditions for a dynamic, goal-oriented, and communication-oriented learning process that closely reflects real-life interaction. Authentic texts make language learning meaningful, cultural deepness and stylistic diversity, whereas digital tools make this process flexible, interactive and personalized. This kind of integration is particularly effective in implementing the goals of the CEFR and aligns with the principles of the action-oriented approach (*l'approche actionnelle*), in which learners are seen as active participants in social interactions.

In practice, this can be implemented through tasks where learners, for example, read a real article about a cultural event on a foreign media website, discuss it in small groups on *Padlet* or *Miro*, and then record a video comment in *Flip* or create a story in *Canva*, explaining the essence of the event for their audience. Another example is working with podcasts via *Edpuzzle*: after listening and answering embedded questions, learners express their opinions through a written response or debates on platforms like *Google Meet* or *Zoom*. Thus, each stage — from reception to productive action — is based on authentic materials and a digital environment close to real communication conditions.

The integration of these components not only develops language skills but also contributes to the formation of key 21st-century competencies: digital literacy, critical thinking, the ability to analyze multimodal content, and intercultural understanding. All of this makes learning more relevant, motivating, and focused on real communicative tasks, fully aligning with the updated CEFR requirements and contemporary language teaching methodologies.

In conclusion, it would appear that the role of digital resources and authentic texts in modern language education has transitioned from auxiliary to fundamental, which makes them integral components of the learning process. It was shown that their purposeful use allows them to effectively build main competences that underlie each level of the CEFR - from basic skills to proficiency.

Of particular significance in this process are the authentic texts. On the contrary to the artificially made learning materials, they provide the learners with the opportunity to dive into an authentic learning environment. Not only does this contribute to better acquisition of vocabulary and grammar in the context, but develops critical thinking and cultural awareness – skills that are necessary to achieve higher levels of CEFR, particularly B2 and above.

After all, integration of digital resources and authentic texts has become just a modern trend, but also an essential factor for effective language learning in the 21st

century. This method makes the language acquisition process more personalized, motivating, and most importantly, as close as possible to real communication which is the main goal of CEFR.

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