

## DEVELOPING ACADEMIC SPEAKING AND WRITING SKILLS OF UNIVERSITY STUDENTS BY MEANS OF STYLISTIC DEVICES AND EXPRESSIVE MEANS UNDER MULLER'S METHOD

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### Abstract

Nowadays, the system of our national education sets new goals and objectives in the process of training future specialists. It is obvious that the improvement of the university student fluency is extremely crucial. In this regard, the development of approaches and methods in developing academic speaking and writing skills is becoming increasingly pivotal. It is not insignificant that the usage of diverse techniques by means of stylistic devices (SD) and expressive means (EM) does encourage university students to achieve positive results in academic domain. Permeating into the knowledge of SD and EMs and using them in speech provide the plausibility to make speech and writing academically organized. Furthermore, it is Muller's method which maintains the efficiency of the academic speaking and writing skills development as it benefits to master any skills several times faster and to increase memory capabilities, allowing restoring the ability to learn the language. Moreover, this method allows improving imagination, which contributes to the memorization of lexical material.

Thus, the given method was taken into account at FL department in ENU and depicted the positive results. Empirically, Kazakh/Russian groups were under the study being divided into experimental/control groups. The control group was taught conventionally whereas the experimental one was experienced under Muller's method. It was evident that the involvement of SD and EMs in speech and writing by means of Muller's method did provide the effectiveness in improving speaking and writing skills of our students by the enhancement of memory and the extension of the vocabulary. Finally, it was demonstrable that the results of the experimental group were extremely higher and students' achievements were absolutely perceptible.

**Keywords:** Academic speaking skills, academic writing skills, stylistic devices, expressive means, Muller's method

### 1 INTRODUCTION

In our contemporary society, the system of Kazakhstani national education defines a huge amount of

essential objectives aiming at the development of foreign language teaching at secondary schools and universities. It is undeniable that in terms of growing necessity in increasing competent specialists, every member of the society, regardless of the professional domain, needs to improve knowledge in foreign languages. In this respect, within the framework of the Nation Plan implementation - "100 Concrete Steps", initiated by the President of the Republic of Kazakhstan N.A. Nazarbayev (2018), 5 steps are planned in the field of education addressed to improving the quality of human development based on the standards of OECD countries." Three of them relate to the national education. He noted: "The development of literacy in the foreign language acquisition plays a great role in enhancing the competitiveness of education and science, developing human capital for sustainable economic growth. Furthermore, ensuring equal access to qualified education and training, the formation of intellectually, physically, spiritually developed and successful young citizen is the main goal of Kazakhstan".

Thus, in this regard, the development and improvement of approaches and methods of teaching foreign languages are becoming extremely substantial. Moreover, to teach university students in improving academic speaking and writing skills by diverse use of linguistic tools and make them highly professional is absolutely vital as well. Regarding the linguistic tools we consider the study of Stylistic devices and Expressive means (SD and EM) that allow the pedagogical staff of Eurasian National University to progress the knowledge of SD and Ems and its usage in speech and writings. The usage of expressiveness like Emphatic constructions (with emphasized auxiliary verb "do" as well as "It is ...that) in speech and writing provide an opportunity to improve speaking and writing skills of university students. Moreover, by using them the speech and writing will be professionally and academically organized.

### **1.1 Theoretical Overview of S. Muller's Method**

Nowadays, university teachers can face to many ways in order to develop each skill of students including various systems, forms, methods, etc. One of the most applicable and sufficient method in improving speaking and writing skills is Muller's method. Stanislav Muller is a practicing Russian psychologist, doctor of pedagogical sciences, the head of the Talent City center, and the editor-in-chief of the journal "Success for all". He explores the processes of memory and thinking, as well as the operation of the sub-consciousness. Stanislav Muller is the author of the books "Unlock Your Mind: Become a Genius!", "Memory and the Triangle of Fate", "How to Improve Memory in 2 times in 45 minutes", "Super-Learning - Secrets and Technologies" and many others.

It does provide the plausibility to expand students' aptitude in creating speech and writing. It differs from other methods by extremely high efficiency due to the combination of conscious and unconscious impact. The given method is based on the achievement of Russian and western sciences: over-learning and holographic memory. Over-learning is a higher way for a person to learn new skills. We can say that this is an increase in mental performance with less fatigue. Over-learning allows accelerating the acquisition of diverse skills faster in several times. Over-learning is absolutely applicable to the study of foreign languages. Thereby, in order to start the process of over-learning and holographic memory it is necessary to convince in English fluency. The process of over-learning will be activated, and students can remember and create sentences and utterances in English. As regards the holographic memory, it is, in a way, a chip on which a person's private experience is recorded, accumulated throughout the life. According to Muller, this helps develop memory better and makes it possible to absorb the information received faster and it gives great opportunities in mastering knowledge of a foreign language. The way of learning consists of combining the work of consciousness and sub-consciousness in the learning process. In the process of learning a language, tasks are performed for the development of imagination and thinking, which makes it easier to remember previously unfamiliar words and expressions, in our case there were SD and Ems as well as emphatic constructions and expressive means at different levels.

The given technique does encourage university students to make speeches and academic writings absolutely professional with the usage of SD and Ems. The vital discrepancy of Muller's method from that of others lies in the significant fact that it ensures to improve memory making it retentive. Furthermore, it guaranties the effectiveness in developing imagination and thinking. Over-learning in memorizing expressive means helps students to use them precisely in academic writing and speaking.

## **2 OBJECTIVES**

1. To investigate the efficiency of the use of SD and EMs in developing academic speech and writing by means of Muller's method in Kazakhstani universities. This objective is considered to be the pivotal of the study.

2. To delineate the productiveness of Muller’s method in improving academic speaking and writing skills of university students with the usage of expressive language.

It is undeniable that the topic of the given research is substantial because of being responsible for forcing university students to be successful in gaining knowledge. It is our purpose to make their memory retentive and motivate them to speak and write professionally using different expressive means in speech and writing. As a result, Muller’s method is focused on holographic memory and over-learning that facilitate a productive way of mastering new skills and increasing working capacity.

### 3. METHODOLOGY

#### 3.1 Research Design

The given research was conducted at the Foreign language theory and practice department of Eurasian National University in Nur-Sultan city. The 4<sup>th</sup> year students of the major “Foreign languages: Two Foreign languages” over the whole term in 2019 were engaged in carrying out the experiment. The university students of diverse gender groups and nationalities at the age of 20-21 participated actively in the given experiment, the number of students amounted to 70 including separately the Kazakh and Russian groups, respectively. The term embraced 15 weeks including lectures and empirical classes.

The disciplines under the given research were “Stylistics of the English language” and “English language for special purposes” according to the program of the 4<sup>th</sup> year student specialty “Foreign languages: Two Foreign languages”. Moreover, these disciplines are known to be obligatory of the program. The 4<sup>th</sup> year students depicted the prodigious interest in studying the given disciplines. The study of “Stylistics” pursued the main objectives as: to be aware of the knowledge in analyzing and using diverse stylistic devices and expressive means and to extend the knowledge of university students in singling out them in various texts and public speeches. Furthermore, it was essential to use emphatic constructions not only in speech of the 4<sup>th</sup> year students, but in writing as well in order to make them academically organized and inevitably authentic. Taking into consideration the second discipline “English language for special purposes” under the study, it is obvious that the given discipline conveys data from various spheres of life.

It is necessary to confirm that both these disciplines are extremely crucial for 4<sup>th</sup> year students. The reason is that they are closely intermingled with each other. Both of them provide a golden opportunity to develop academic speaking and writing skills of undergraduates expanding their minds in varied spheres.

The purpose of the research was to advance academic speaking and writing skills with the usage of SD and Ems according to Muller’s methodological approach. The 4<sup>th</sup> year students were involved in the process of over-learning increasing the students’ ability to grasp the material faster and efficiently. Besides this, the plausibility to improve holographic memory permits to restore ability in gaining new information.

Hence, each group was divided into two subgroups due to the academic level: Subgroup “A” and subgroup “B”, 13-14 students in each. Overall, each subgroup “A” (control one) was taught traditionally whereas the subgroups “B” (experimental) were taught by means of Muller’s method. Additionally, it was obvious that all students’ level of English was high enough to comprehend the whole material of both disciplines. It was indispensable to carry out the pre-experimental data observation of the students’ academic speaking and writing skills before the experiment in order to highlight the changes at the end of the experiment.

Here we depicted the graphical illustration of results during initial experimental teaching in both groups: control and experimental, in Table 1 and Diagram 1.

Table 1. The data of academic speaking and writing skills before experiment

Score (points)	95-100 A	90-94 A-	85-89 B+	80-84 B	75-79 B-	70-74 C+	65-69 C	60-64 C-	55-59 D+	50-54 D	0-49 F
Control group (%)	8	16	16	15	14	12	11	8	-	-	-
Experimental group (%)	6	14	15	13	13	14	13	10	2	-	-

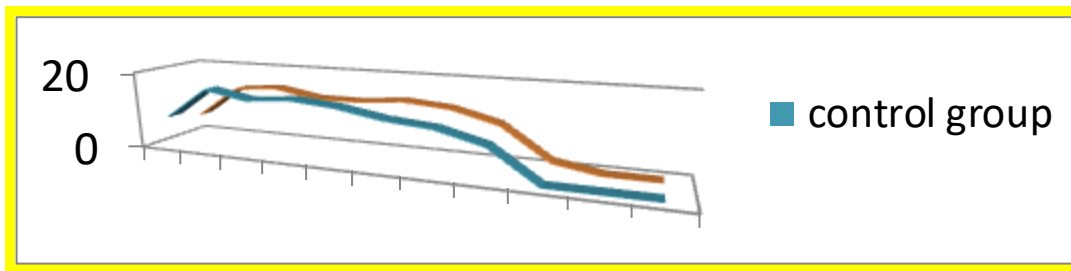


Diagram 1. The data of academic speaking and writing skills before experiment

The results of data of academic speaking and writing skills under the testing before experiment were taken into consideration according to 100% assessment system used at the ENU as the highest score. As far as it seen, the control group passed the tests more successfully and got the higher scores than experimental one.

In comparison with 95-100 points received only 6% of students in the experimental group but in the control group - 8%.

60-64 points in experimental group were 10% comparing to control group 8%.

55-59 points scored 2% in the experimental group.

However, there were a couple of girls who eagerly arranged all class activities and kept the students united. They were the most responsible people who were ready to advocate with any arrangement. Overall, the students were well-mannered, conscientious, benevolent and industrious. It was observable that at the lessons, the groups were active and vociferous and the students delineated the interest in the discipline provided. Because of the captivating material which dealt with SD and Ems the teacher did not need to arouse interest of the 4<sup>th</sup> year students. Subject matter of texts and assignments met the students' needs and interests in compliance with claimed age. The majority of students had C1 level of English proficiency.

### 3.2 Data Collection

The lectures on "Stylistics" and practical classes on "English language for special purposes" were focusing on various empirical communicative and writing activities aiming at the improvement of speaking and writing capabilities of students with the help of emphasis in order to develop and intensify speeches and writings.

As regards the discipline "Stylistics", the 4th year students of the experimental group were permeated into the discussion of expressiveness usage practically as well as they were attempting to comprehend the necessity of utilizing diverse emphatic constructions like: the affirmative sentence with auxiliary verb "do", as well as "it is... that (what, which)", expressive means as "adjective + adverb- extremely fascinating "and many others. It is exactly unequivocal to use them in speech and writing in order to be resembled to authenticity. The given activities were concentrated on the approach of Muller's method. The subgroups were involved in implementing empirical exercises based on the improvement of imaginations that promote the memorization of SD and Ems. For instance, students were engaged in listening different Ted-talks emphasizing the main widespread emphatic constructions in order to memorize the most sufficiently useful. As well as they were highlighting their top skills in using expressiveness in writing and speaking. In addition, they were analyzing the use of SD and Ems like metaphor, metonymy, irony, hyperbole, puns, oxymoron, and many others. Simultaneously, they tried to find out the way to use them in speech and in writing in order to make their utterances more authentic. As a result, the students memorized and comprehended faster and easier the benefits of expressiveness usage in speech and writing.

Regarding to the discipline "English for special purposes", the students coped with the different tasks and exercises aimed at the lexicon extension where it was absolutely significant to pay great attention to the holographic memory. The experimental subgroups were forced to relax, to make persuade themselves that they do use emphatic constructions very precisely and effectively considering the texts from different spheres. The topics of discussion were dealt with various domains: "Social issues, Adult behavior, Arts, Business and Finance, Communication and personality, Crime and punishment", etc. The students were engaged in analyzing diverse articles regarding to such topics as: "People and relationships, Living being of vulnerable people, Good and Evil", etc. From students' viewpoints, the topics were fairly captivating. They were underlining expressive means at grammatical, morphological, lexical levels without any difficulties and hesitations. Therefore, they memorized the use of emphatic constructions and consequently could utilize them in writing and speech. It was apparent that the activities were useful and absolutely effective because they did provide the possibility for students to be professionally competent and retrieve the significance of

expressiveness usage.

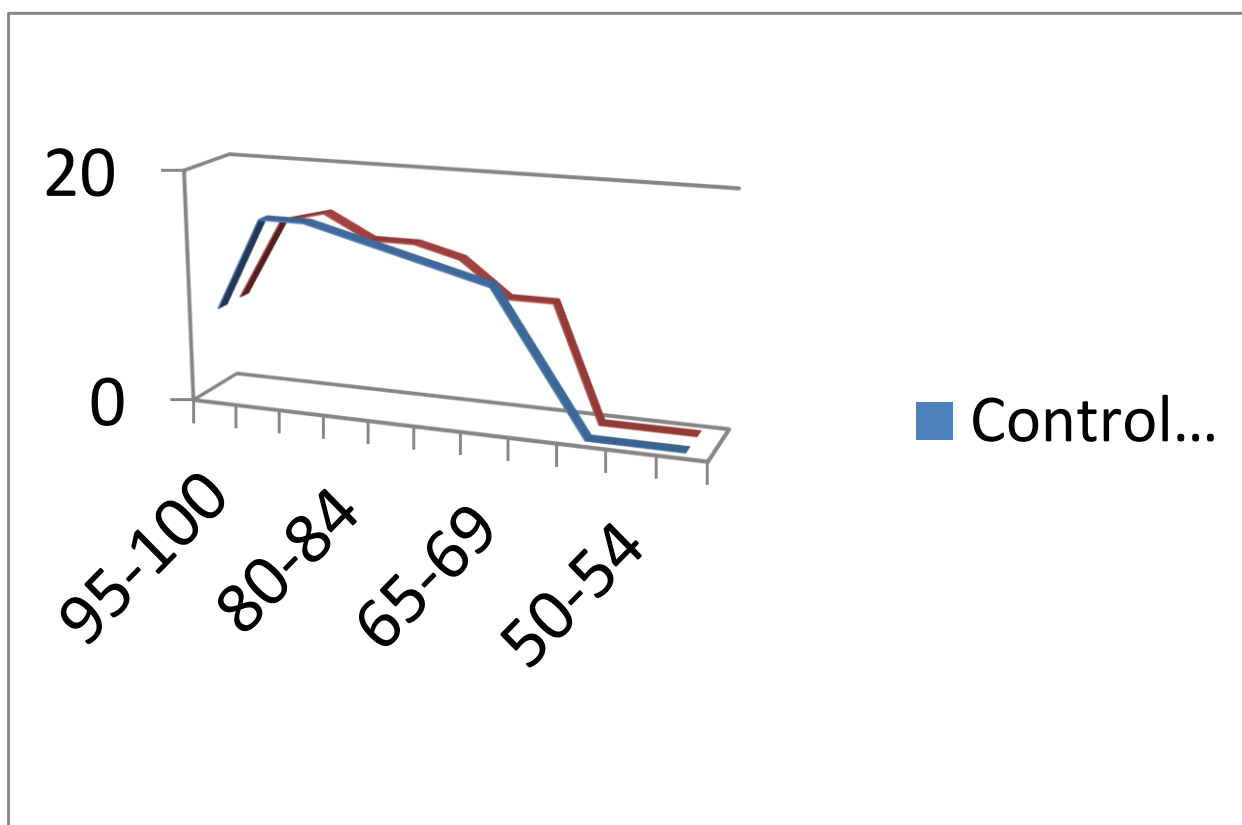
### 3.3 Data Analysis

To find out whether the usage of SD and Ems according to Muller’s methodological approach would improve 4<sup>th</sup> year students’ speaking and writing, quantitative data collection and analysis were utilized.

We conducted a post-experimental data analysis of the students’ speaking and writing skills before the experiment in order to monitor it after experimental teaching (Table 2).

Table 2. The data of students’ speaking and writing performances after experiment

Score (points)	95-100 A	90-94 A-	85-89 B+	80-84 B	75-79 B-	70-74 C+	65-69 C	60-64 C-	55-59 D+	50-54 D	0-49 F
Control group (%)	8	16	16	15	14	13	12	6	-	-	-
Experimental group (%)	8	15	16	14	14	13	10	10	-	-	-



After experimental teaching tests in EILTS format were administered in both groups and we got the following results described above in Table 2. The results of speaking and writing tests after experiment were measured using 100 points assessment system that is employed at the ENU as the highest score. It is noticeable, both the control and experimental groups passed the tests nearly equally. More successfully were the students from the experimental group because they got the same scores in 95-100 points. The experimental group received 10% of students in the experimental group in 65-69 scores just as in the control group 12%. Thus, the experimental group improved their scores. Moreover, we observed that nobody got less than 60 points.

Actually in comparison with the control group, the moderated average variance of the experimental group was higher in many scores. Although we observed that all participants of the control group had made some improvements after the study, we noted that the improvement was not as huge as the one made by the experimental group. The average variance of the experimental group was obviously superior to that of the control group showing that the Muller's method could effectively enhance academic speaking and writing skills of university students with the usage of expressive language.

#### **4. RESULTS**

Taking into consideration the disciplines under the study, it is needed to refer the importance and necessity of expressiveness usage and its comprehension by means of Muller's technique. Practicing actively at the empirical classes the 4<sup>th</sup> year students demonstrated their abilities in selecting, analyzing and systematizing the SD and Ems appealing to the over-learning and holographic memory. Furthermore, due to Muller's method, they had a gold opportunity to speed up the acquisition of speaking and writing skills. In general, it meant that Muller's method was inevitably effective and qualified in developing students' speaking and writing skills.

Focusing on the results of the experimental groups, it is observable that in comparison with control group, the effects were higher; the aptitude to perceive the knowledge was extremely perceptible. Moreover, the students were utilizing the emphatic constructions more efficiently and it was completely easy for them owing to Muller's method.

Overall, the given research tried to tackle the problem of using the SD and Ems on the base of the Muller's method and the results could provide the possibility for university and college teachers to pay great attention to.

#### **5. CONCLUSION**

So, it is proved that academic speaking and writing skills improvement of university students with the usage of expressiveness on the base of Muller's techniques is exceedingly vital. It is enormously visible that knowledge provision in the domain of Stylistics with the help of diverse methodological approaches can lead to the particular facilities for getting positive results. The survey research represented the progress and efficiency of university students in intensifying their academic speaking and writing skills. Moreover, it was the Muller's method which allowed reinforcing the facilities of students' memory. Over-learning did permit to accelerate skills acquisition by means of SD and Ems while studying "Stylistics" and "English for special purposes". According to the results the 4<sup>th</sup> year students did delineate the development of academic speaking and writing skills, the expansion of the vocabulary on the base of Muller's method. Contemporaneously, the students were entirely thriving in achieving their aim: to make their speeches and writings completely professionally academic and authentic.

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