

INTERNET TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES*Rezeda R. Khakimullina**Kazan Federal University**Roza A. Ayupova**Kazan Federal University**Luiza R. Zakirova**Kazan Federal University**Maria Luisa Ortiz Alvarez**University of Brasilia*

Abstract. The article deals with the importance of the use of modern information and communication technologies at the English language lessons at school, emphasizing the increasing role of foreign languages and information technologies in the world. Great importance is attached to the implementation of a personal computer, multimedia technology and the global Internet in the education system, which causes significant changes in the content and methods of teaching foreign languages. In addition, the research proves the importance of studying a foreign language by means of the use of mobile technologies. The authors consider a number of modern mobile applications, the use of which will contribute to the more effective learning of a foreign language and the formation of lexical competence at the senior stage of teaching in particular. At the same time, through the implementation of the pedagogical experiment, the article gives an objective assessment of the effectiveness of the computer programme in the formation of lexical competence of senior school students.

Keywords: computer technologies, multimedia, foreign language, computer programme, intercultural communication, lexical competence.

1. Introduction

Since the last decade of the XX century computer technologies have become inherent part of education process, and they are becoming central to language learning. As any new phenomenon, they attract more and more researchers. So, at the end of the XX century the term CALL (computer assisted language learning) was invented [Levy, 1997], which is still in active use. Nowadays various methodologies of using modern technologies, as their peculiarity in teaching various age groups, teaching specific groups of lexis, etc. have developed. Some scholars distinguish methodology of computer technologies use in physical classrooms, online and blending these two ways [Motteram, 2013]. Increasing number of Internet tools available for the use in learning and teaching languages make it necessary to delve into their efficacy in this or that aspect of language learning. Our research is devoted to studying Internet technologies effective in teaching and learning vocabulary – significant part of shaping lexical competence.

Therefore, in our research it is vital to define the term lexical competence, which remains a debatable question. K. Caro and N. Mendinueta note that the reason for it is in the existence of various approaches to lexical competence [Caro & Mendinueta, 2017]: the first one considering it primarily a grammatical competence [Chomsky, 1965]; the second – a communication competence [Hymes, 1972]. Also the lack of clear differentiation between the terms Vocabulary and Lexis make it difficult to define lexical competence. K. Caro and N. Mendinueta suggest that lexical competence is “a cluster of knowledge (form, meaning and use of a lexical item), abilities and skills that a person develops and deploys in different contexts of communication” [Caro & Mendinueta, 2017]. According to Bim L.I. [Bim, 2004 ; Elgueta, Martín Quintana, et al. 2018], lexical competence in a foreign language encompasses ability of a learner to compare the semantic volume of words in the second language with that of words in the native language.

Considering most of suggested efficient methodologies of shaping and enhancing lexical competence in ESL classes such as S – T, S – S interactions boosting students’ motivation applying quantity, quality, and metacognitive awareness as means of dimension for assessing the level of lexical competence of learners [Zareva, 2005], one can underscore that they all could be even more efficacious when combined with modern computer technologies. The process of globalization, covering almost all human activities in the field of economy, education and culture in the modern world, leads to the expansion of interrelations between different peoples and their cultures. It is known that intercultural communication is a direct or indirect exchange of information between the representatives of different cultures, which is reflected in the system of teaching foreign languages. A man is a bearer of national mentality, which can be investigated through language, being the most important means of man’s identification [Davletbaeva, Larionova, Bashkirova, 2016 , Mahajan, M. M., & Raghuwanshi, P. B. (2017).].It is worth mentioning that in Russia, the Internet is becoming everyday reality for the majority of Russian schoolchildren. Almost all schools are equipped with the necessary equipment for teachers to use the Internet resources as the means of teaching. However, the access to the Internet resources is not a guarantee of fast and high-quality language teaching. In order to use these teaching aids effectively, teachers need to study in detail the methods of their use.

2 Methods

In the process of our research, we used such methods such as: theoretical study and generalization of scientific and methodological literature and the Internet resources on the theme of the research, the analysis of the content of

selected computer programmes used for teaching foreign languages, their academic orientation, the comparison of computer programmes and a pedagogical experiment.

Due to the wide variety of the Internet resources, information and communication technologies help teachers to expand their possibilities, increasing the choice of teaching materials and forms of conducting lessons, making educational process more informative, interactive, intensive and effective. Nevertheless, the resources of the Internet have an immense amount of all kinds of information, which is not always suitable for the use at the lessons. That is why any Internet resources must beyond a doubt meet certain criteria for the teacher to be able to apply them in the educational process.

Moreover, in order to be able to enrich this process and activate students' cognitive activities at the lesson, a teacher needs to know what types of Internet resources and information and communication technologies exist in general, and understand what goals each of them pursues. Only in this case the lesson will be planned logically, and the use of information and communication technologies will contribute to the achievement the goals and objectives set by the teacher without any harm to the teaching and learning process.

3 Results And Discussion

Currently, one of the most important and sustainable trends in the development of the world educational process is the use of modern information and communication technologies in teaching [Mukhamadiarova, Kulkova, Firsova, 2017]. It should be noted that we thoroughly examined some of the most popular and useful, in our opinion, computer programmes that can help teachers in the formation of students' lexical competence at the senior stage of studying– "Learning Apps", "Lingua Leo", "Duolingo", "Rosetta Stone", "FluentU" and "Kahoot!". We have also defined the objectives at which the applications are aimed, and also the stages of teaching on which it is expedient to use them, the types of offered tasks, their appropriateness in teaching senior school students, and the ability to activate students' cognitive activity. Moreover, we described the methodology of the use of these applications at the lessons of the English language.

In our opinion, when teaching a foreign language, including lexis, students should understand why they study the particular material, in which cases they can use it, etc. Nowadays high school students are no longer interested in such methods of learning such as mechanical repetition, memorization, which were characteristic for the previous stages. Consequently, it is important to refer to various sources of information, for example, to the Internet and authentic materials. For instance, such types of Internet resources as hotlist, multimedia scrapbook, treasure hunt, subject and webquest will certainly enrich the foreign language lessons at the middle and senior levels of general secondary education. Naturally, the complexity of the material and its volume should vary and correspond to the level of students' development at each stage of education. The frequency of the use of teaching materials and their selection may vary depending on the level of the foreign language proficiency, the overall level of the development of information competence, interests and educational needs of students [Kobleva, 2006].

It is important to emphasize that unlike traditional educational and methodical means, computer-based ones have the following advantages:

- creation of conditions for independent work on educational material;
- individualization of teaching and provision of conditions for its variability;
- access to authentic materials;
- creation of a new learning environment;
- the possibility of the automated control, accounting for the results of educational activities, a more objective assessment of knowledge and skills;
- motivation increase for learning [11].

In recent years, an issue of the application modern methods of teaching foreign languages in secondary schools is on the agenda [Sadykova, Yashina, Sharafieva, 2014].

To implement the pedagogical experiment, we chose one of the considered applications, namely, "FluentU".

"Fluent U", in our opinion, is an indispensable assistant both in the independent learning of the language, and teaching. This programme contains a huge resource of various videos, such as music videoclips, advertising, news, interesting dialogues, and turns them into English lessons.

The platform gives teachers good opportunities to create lessons, taking into account students' interests and preferences because the videos on almost any topic are easy of access there. We are convinced that it will most certainly affect the activation of students' cognitive activity. Any video is accompanied by interactive subtitles. This means that during watching the video you can click on any word to see the image, meaning and many useful examples in different contexts. After watching it students will have to pass a test for the degree of mastery of a new lexical material.

The test includes tasks of various types, for example:

- fill in the gap with the missing word (the student sees the sentence in which the word was used in the video, its meaning in English, the frame from the video and listens to the correct pronunciation of this word);
- choose the word with the appropriate meaning from several options. At the end of the test, the student sees how well he has mastered the new lexical units from the video.

In our opinion, the main advantage of "Fluent U" is that the programme tracks the words that you learn and recommends you other examples and videos based on the words that you have already learnt. Every student has a truly personalized experience. The programme can be used both on a computer, for example, showing videos on an

interactive board for the entire class, and on a phone or a tablet for individual work of students. This application is an indispensable assistant at any stage of studying, whether it is the introduction, repetition, drilling or assessment of knowledge. Due to the fact that the application allows to choose the level of knowledge that the videos will match, their themes and format, it can be used to teach students at any stage of studying.

The experiment was carried out in order to reveal the effectiveness of the use of this computer programme aimed at the formation of lexical skills and the expansion of the linguistic outlook at the senior stage of studying. The experimental group was a group of 10th grade students in an amount of 10 people.

In order to demonstrate the positive dynamics of the development of lexical skills the experiment was carried out in 3 stages:

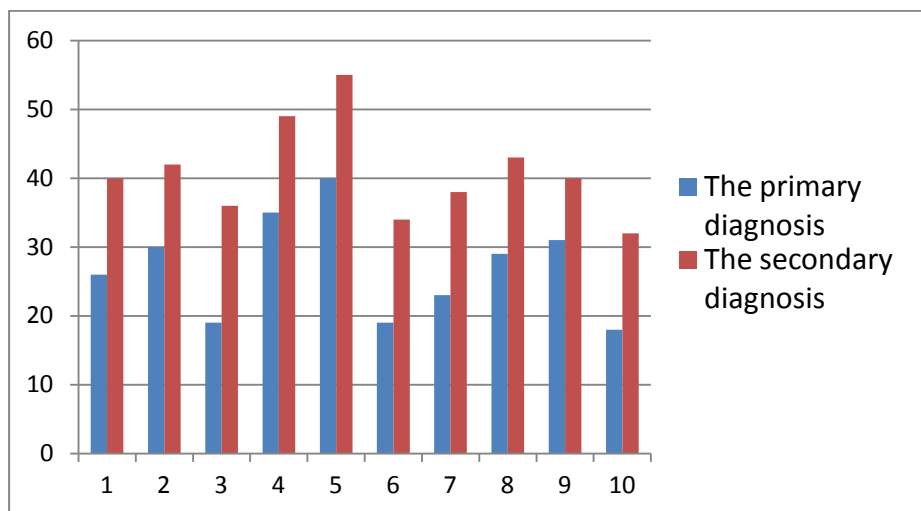
1. *The ascertaining stage.* A primary diagnosis of the level of lexical skills on the topic "Traveling".
2. *The formative stage.* Work on vocabulary with the help of the application (a video called "Traveling").
3. *The control stage.* A secondary diagnosis of lexical skills level on the topic "Travelling" in order to identify and record changes.

On the first (ascertaining) stage the students took a test in FluentU application without viewing a video called "Airline check-in", containing the lexical material the test was based on, and without any initial training, relying only on their knowledge.

On the second (formative) stage, the students watched a video the test was based on, learning new lexical units with the help of interactive subtitles (pronunciation, meaning, use) and repeating the familiar ones accordingly.

On the third (control) stage, the students took the same test, but with the knowledge base, which the video helped to acquire.

We compared the results of passing the test before using the application and after. The results of the experiment have shown that the results of passing the test without watching the video were significantly different from the results after watching the video with interactive subtitles. This allows us to assume that the effectiveness of the application is quite high. This can be clearly seen with the help of the following diagram, where the vertical axis represents the scores obtained for passing the test, and the horizontal axis represents the numbers of the members of the experimental group:



Pic. 1 – The ratio of results of the primary and the secondary diagnosis

4 Summary

Summarizing the results of the experiment, we can note that the initial assumption about the high effectiveness of work on vocabulary based on viewing video, which are close to real life and personal motives of students, was confirmed in practice. According to the results of the experiment, we see a clear increase in the level of lexical skills and an expansion of the linguistic outlook of the experimental group of students.

The advantage of introducing Internet technologies into the process of teaching a foreign language is no longer in doubt and does not require additional evidence. The resources of the Internet are an invaluable and immense base for creating an information-objective environment, education and self-education of people, satisfaction of their professional and personal interests and needs. Moreover, they contribute to stimulating individual work of students. A teacher can use ICTs when presenting new material, drilling the studied topic, controlling and assessing knowledge and skills.

5 Conclusions

In conclusion, it is necessary to note that the global Internet network occupies a significant place among ICT. First of all, the Internet is a source of information for both teachers and students, supplementing and, to some extent, replacing educational literature. Moreover, it provides access to authentic materials, which allows students with high motivation to engage in self-education, contributes to the individualization and differentiation of students, taking their personal knowledge of the subject, skills and abilities, interests and overall level of development into account.

However, considering the Internet as a source of educational resources and benefitting from its advantages, the teacher should take into account a number of problems, one of which is the formation of incorrect theoretical and practical knowledge of the language. To prevent this from happening, the teacher should be very careful when choosing teaching Internet resources and take into account the criteria they must meet and the methodological functions that they must possess.

The lexical material in the system of linguistic means is the most important component of speech activity, which determines its special place and significance in every lesson of a foreign language. That is why the formation of lexical skills should always be in the teacher's field of view. The use of information and communication technologies in the formation of lexical competence significantly intensifies the educational process. The use of computer programmes helps students to learn the language more deeply and diversely, to develop their intellectual potential more efficiently. For a teacher ICT tools provide an opportunity to expand the range of new forms of organization of learning activities: project methods, group work and work with a partner, autonomous training, etc. The application of such forms of organization in the educational process facilitates individualization at a higher level, the development of creative abilities of every student and their natural potential. Computer technologies do process of training in foreign languages interactive. Various multimedia programmes promote high activity and communicativeness of students [Rachimova, Varlamova, Tulusina, 2016]. Neglecting the use of Internet resources in the educational process, the teacher refuses an opportunity to register, store and transfer a large amount of information, grouping and statistical processing of the progress dynamics of students. Moreover, according to the pedagogical experiment, we managed to confirm our assumption that the use of a computer application in the teaching process can intensify and effectively supplement the process of forming the lexical competence of students at the senior stage of education.

6 Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

1. M. Levy, "Computer-assisted language learning: Context and conceptualization", Oxford: Oxford University Press, p.1, 1997.
2. G. Motteram, "Innovations in learning technologies for English language teaching", Edited by Gary Motteram. London: British Council, 2013.
3. K. Caro, N.R. Mendinueta, "Lexis, Lexical Competence and Lexical Knowledge: A Review", Journal of Language Teaching and Research, vol. 8, № 2, pp. 205-213, 2017.
4. N. Chomsky, "Aspects of the theory of syntax", THE M.L.T. PRESS. Cambridge, Massachusetts-USA, 1965.
5. Dell H. Hymes, "On communicative competence". In Pride, J.B.; Holmes, J. Sociolinguistics: selected readings Harmondsworth: Penguin, pp. 269-293, 1972.
6. L.I. Bim, "To the problem of specialized teaching of foreign languages at the senior stage of a full secondary school", Foreign languages at school, № 6, pp. 3, 18-24, 2004.
7. Elgueta, Martín Quintana, et al. "Contexto y desafíos en Formación de profesores, Universidad de Los Lagos, Chile." Opción 34.86 (2018): 450-480.
8. A. Zareva, P. Schwanenflugel, Yo. Nikolova, "Relationship between lexical competence and language proficiency", Studies in Second Language Acquisition, pp.: 567-595, 2005.
9. D.N. Davletbaeva, E.S. Larionova, K.A. Bashkirova, "Cultural interpretation of phraseological units in their occasional use", Modern Journal of Language Teaching Methods, Special Issue (November), pp.164-169, 2016.
10. Mahajan, M. M., & Raghuvanshi, P. B. (2017). Ultrasonic studies of N-(2-hydroxybenzylidene)-3-substituted pyridine-2-amine Schiff bases in binary mixture of 1, 4-dioxane-water at 293, 297 and 300 K. International Journal of Engineering, Science and Mathematics, 6(1), 35-44.
11. A.F. Mukhamadiarova, M.A. Kulkova, E.V. Firsova, "Application of Corpus Technologies in Teaching German Vocabulary", Astra Salvensis, Supplement №.1, p. 327, 2017.
12. S.Y. Kobleva, "Accounting for the age-related psychological characteristics of high school students", Bulletin of the Adyge State University, № 1, pp. 51-52, 2006.
13. The best applications for students of English and ESL students: [Electronic resource] // Access mode: <http://www.fluentu.com/english/blog/>
14. A.G. Sadykova, M.E. Yashina, A.D. Sharafieva, "Citation as a Stimulus to Boost Students' Communication Skills at the English Lessons", English Language Teaching, vol. 7, №12, Special Issue, p. 12, 2014.
15. A.E. Rachimova, E.V. Varlamova, E.A. Tulusina, "Advantages of computer technologies use in training in foreign languages at the present stage of an education system modernization", Modern Journal of Language Teaching Methods, Special Issue (December), pp. 97-101, 2016.