INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING
ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ

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The article deals with modern means of information and communication technologies that are used in the process of language training of students in higher educational institutions. The main linguodidactic tasks solved due to the introduction of information and communication technologies in the process of language education are defined. The article reveals the linguodidactic potential of information and computer technologies in teaching various aspects of language and in the formation of skills in various types of speech activity. The stages of work on the introduction of information and computer technologies in the process of language teaching are characterized.
Key words: *information and communication technologies, computer-assisted language learning, language training.*

У статті розглянуто сучасні засоби інформаційно-комунікативних технологій, що використовують у процесі мовної підготовки студентів у вищих навчальних закладах. Визначено основні лінгводидактичні завдання, що вирішуються завдяки впровадженню в процес мовної освіти засобів інформаційно-комунікативних технологій. Розкрито лінгводидактичний потенціал засобів інформаційно-комп'ютерних технологій під час викладання різних аспектів мови та під час формування вмінь і навичок у різних видах мовленнєвої діяльності. Встановлено структуру (основні компоненти) навчальних засобів інформаційно-комп'ютерних технологій. Схарактеризовано етапи роботи над впровадженням засобів інформаційно-комп'ютерних технологій у процес викладання мов.
Ключові слова: *мовна підготовка, засоби інформаційно-комп'ютерних технологій.*

В статье рассмотрены современные средства информационно-коммуникативных технологий, которые используют в процессе языковой подготовки студентов в высших учебных заведениях. Определены основные лингводидактические задачи, решаемые благодаря внедрению в процесс языкового образования средств информационно-коммуникативных технологий. Раскрыт лингводидактический потенциал средств информационно-компьютерных технологий при преподавании различных аспектов языка и при формировании умений и навыков в различных видах речевой деятельности. Установлена структура (основные компоненты) учебных средств информационно-компьютерных технологий. Охарактеризованы этапы работы над внедрением средств информационно-компьютерных технологий в процесс преподавания языков.
Ключевые слова: *языковая подготовка, средства информационно-компьютерных технологий.*

Introduction. Languages, media and new technologies are themes that have been investigated in several different contexts at a European level. A number of projects connected with ICT-supported language learning have been funded, which through various approaches have aimed to demonstrate the added value that can be obtained from using ICT and new media, either alone or together with face-to-face interactions to create 'blended' language learning experiences. In parallel, European markets, increasingly in recent years, have been producing new products and services for language learning through the use of ICT and media.

From this increasing body of experience, an understanding is emerging of the need for certain conditions, if the expected benefits of the use of ICT and new media are to be achieved and interventions made more targeted and effective. These include appropriate pedagogical support and teacher training, digitally competent learners, well maintained infrastructure, appropriate digital content. There are discussions among experts and in the professional communities related to language learning on the arguments that language learning multimedia sources need to be made easier and more interesting to use, that multicultural and multilingual environments need to be developed to make use of Europe's rich heritage, and that older as well as emerging new media (e.g. interactive TV, mobile internet, podcasting, MP3 players, electronic games) and 'edutainment' in general need to play an important role in promoting language learning and multilingualism.

Statement of the goals and methods. The aim of the article is to elucidate the underpinning of the means and classifications of information and communication technologies and computer-assisted language learning in foreign language students' training. The analytical method of scientific research is used, on the basis of which the study of foreign sources, using the analysis, systematization and evaluation of the facts, phenomena and processes is done.

Results. Language is the most important means of communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. In order they could exchange their thoughts in different situations in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication. In other words, the main purpose of a foreign language is to form a communicative competence, that is, the ability to carry out interpersonal and inter-

cultural communication between a foreigner to one and native speakers. Educational aspect is an integral part of the educational process.

In the article we consider that fresh thinking about the ways in which we may use new tools and technologies in language learning is necessary, on the basis of evidence from the field including the markets currently developing in intersections of ICT, media, and language learning. It is time to examine in both depth and wide scope how language learning is adapting and benefiting from the ever-faster changing world of communications and new technologies, with the exponential growth in the use of mobile and handheld devices and ICT for social and entertainment purposes over the last few years. As technologies converge and boundaries between broadcast and interactive media create new opportunities for direct mediation, interactivity and personalization of home-based delivery, new possibilities for learning are emerging. The debate around the impact of ICT and new media on language learning is naturally influenced, if not determined, by the developments within the wider context of public media and the current debates and dilemmas confronting broadcasting and broadcasters.

Issues relating to learning, to take-up among traditional and new users and changes in delivery and use are all part of a much bigger picture. It can be argued that it is meaningless to consider impact upon learning and language learning in particular without situating these activities within the larger spectrum of change. Thus, an undertaking to assess the potential of ICT and new media and its impact on language learning should aim to capture the essence of changing society in its many dimensions and how such social change can inspire, influence and inform the decisions at strategic and policy levels. The often conflicting perspectives operating in modern society, such as new opportunities versus available time, resources versus costs of use, potential of new technologies versus practicalities of everyday applicability ought to be taken into account, in order to assess where best to intervene, influence or invest effort and resources. The wider social make-up represented by multiethnic populations, a work-force on the move, global economic movements and pressures, the importance of communicating with others and understanding more about other cultures as well as the global influence of the English language are aspects of today's world than also need to be taken into consideration.

As mentioned in 'Final report' [5] although the vast majority of respondents have at some point studied or learned using computers or other technologies, using ICT for learning or study is not one of their most common activities in everyday life. They tend to use technologies far more frequently for socializing, communicating, working, informing themselves on various matters, or for entertainment. The frequency of learning or study with the use of ICT compares with that of using online facilities for banking, tax, or contacting officials. Learning or studying with the use of ICT is far more frequent than online shopping. However, it is interesting to note that the younger the respondent, the more likely it is for them to use ICT and new media for studies or learning. Even in this self-selected sample of respondents, the use of ICT for formal language learning and assessment is not that widespread. According to the research computers/ other technologies were the main medium in language courses for less than 10% of the respondents, and a regular course component for about 30%. Similarly, less than one in five respondents had earned formal certification of their language skills using technologies in the exams or in the preparation for them [1].

On the other hand, informal language learning through exposure to the target language via ICT and the new media is much more common. Nearly all respondents had communicated in a foreign language online, and two out of three in online environments where participants in the communication used more than one language. Asked about the technologies and applications that have helped them to improve their language skills, even if language learning was not their main intention, respondents revealed interesting patterns of ICT use. A wide range of technologies was reported, some more popular and useful than others.

Among the devices mentioned in the survey, nine in ten respondents recognize the usefulness of computer and TV for improving language skills. About 70%, too, consider radio as a useful tool for language skills improvement. On the other hand, even in this sample of generally active and motivated users of ICT and new media for language learning, only less than one in four respondents state that the use of mobile phones or other handheld devices has helped them to improve their language skills.

Among the applications specifically related to language or language learning, online dictionaries and grammars are by far considered as the most helpful for language learning. Two in tree respondents have found ICT language courses and materials useful. Other language-related applications, such as text corpora, concordancers, automatic translators, speech recognition and reproduction are seen as helpful by less than half of the respondents. The use of entertainment media such as films on DVD and music on digital media (e.g. CDs, mp3) is recognized by most respondents as useful for language learning, even more than ICT language courses and materials.

High expectations from the use of new media for language learning are not always reflected in respondents' experiences. Only videos on the web, web TV, web radio are mentioned by more than two in three respondents. Blogs (audioblogs, moblogs) have helped about 40% of respondents, while podcasts, social networking, interactive/digital TV, and digital

games are mentioned by only one in three respondents or less. Only one in five mentions virtual worlds as an ICT application that has helped them improve their language skills [2].

However, there are clear generational differences, as the younger the respondent, the more likely it is for them to mention new media (e.g. social networking and virtual worlds) as helpful for improving language skills. Among the more 'conventional' communication applications, interestingly email (76%) is recognised as much more helpful for the improvement of the respondents' language skills than discussion forums (49%), chats (42%), voice over the internet (33%), SMS (27%), and videoconferencing (23%) [3].

Respondents to the online questionnaire generally agreed that the use of ICT and new media can be very helpful in language learning. Interestingly, responses emphasized aspects of 'direct' impact on language learning ('ICT could help me to speak, read, write, understand others better') more than the 'softer' support of enhanced confidence, organization of studies, planning of time, flexibility of place and learning matching personal needs/personality. Among the latter, flexibility in terms of the place of learning is underlined more than the other advantages.

Overall, among the possible advantages offered as options, respondents most readily recognized that the use of technologies offers flexibility and autonomy, as well as opportunities for self-improvement in studies/work (more than 80% 'strongly agreed' or 'agreed'). There was a similar response, too, about the statement that 'people learn languages differently when they use new technologies'.

Further, about seven out of ten respondents 'strongly agreed' or 'agreed' that the use of technologies can be a motivating factor for language learning, and gives learners access to more authentic (real-life) language use. Similar levels of respondents' agreement were also observed on the positive effects the use of ICT for language learning can have on social integration, learning accessibility and non-threatening learning.

On the other hand, there was far less agreement on statements about collaborative learning and learning encouragement. Only about half of the respondents 'strongly agreed' or agreed' that:

− 'Language learning is more collaborative when using technologies';

− 'Technologies can encourage me to continue studying, even when I feel like giving up'.

The use of ICT and new media for language learning can be seen as an area defined and shaped by factors which mainly fall into two broad categories: a) preparedness and willingness of the societies involved to adopt a 'digital' lifestyle and learning behaviours, and b) attitudes to and appreciation of language learning. In other worlds, the extent to which ICT and new media are currently being used for language learning depends on whether citizens in each country would use such media for other aspects of their lives, including learning, as well as on whether they have reasons and willingness to pursue language learning.

There is a classification of candidates for CALL specialist areas that Philip Hubbard offers [4]. The goal is to provide reasons for why they can be considered specializations and in some cases offer examples of the skills and knowledge required to be considered expert in them.

Pronunciation specialist. The pronunciation specialist is an example to characterize the specialist concept. It begins by describing the basic understanding of pronunciation one would expect a trained language teacher to have and then goes on to detail the deep knowledge and elaborated skill set one would require of a specialist in the absence of technology:

We would expect more from someone labeled a pronunciation specialist. We would assume that they have a much deeper knowledge of phonological processes in the target language and an understanding of ways in which phonological theory and linguistic research could be relevant to learning. We would also expect a strong base in pronunciation research literature of both developmental processes and effective teaching techniques for different types of learners. The skill set would be similarly elaborated, with both higher analytical and higher diagnostic proficiency, the ability to create or adapt materials rapidly, and a wider repertoire of techniques and the know-how to apply them appropriately and assess their effectiveness.

The article then goes on to portray how a CALL specialist builds on that initial foundation of expertise, adding the technical elements and further pedagogical nuances afforded by the technology: Returning to the CALL domain, a CALL pronunciation specialist would need to inherit the characteristics of a pronunciation specialist in general and have additional skills and knowledge relevant to CALL. The latter would include knowledge of available CALL pronunciation software and its usefulness, an understanding of the strengths and limitations of automatic speech recognition in support of pronunciation development, familiarity with computer hardware and software applications that provide visual displays and effective techniques for utilizing them with students, a strong foundation in CALL pronunciation literature, and so on. Seen in this manner, a CALL specialist in a traditional language area like pronunciation has advanced skills and knowledge in both the CALL and non-CALL domains of that specific area.

Distance education specialist. It was stated that 'online teaching' could be categorized within the institutional role of classroom teachers by assuming a broader view of what constituted a classroom. While this may become true in the future, at this point there is ample evidence that online teacher can be consid-

ered a specialist role, requiring skills and knowledge beyond those for classroom teaching. There are, for example, separate certifications offered for online teaching, and a growing literature emphasizing the need for particular expertise and additional specialized training to be effective online. It is important to note, however, that someone who teaches online is not a 'specialist' just because they are operating in that environment. Becoming a specialist involves training and/or experience that leads to the requisite deep knowledge and elaborated skill set.

Classroom teaching specialist. This specialization is somewhat ill-defined but it represents a general trend toward recognizing a level of CALL knowledge and skill that goes beyond that of a typical classroom teacher. It is mentioned the existence of expert peers, specialists by our definition, whose additional expertise and time put in to assist colleagues is all too often not institutionally acknowledged. The draft Teachers of English to Speakers of Other Languages (TESOL) Technology Standards for Teachers, in an effort to define some of the characteristics of these more technologically advanced teachers, distinguishes 'basic' and 'expert' levels of technology proficiency. Below is an example from the most recent draft of the standards. Language teachers evaluate the effectiveness of specific student uses of technology to enhance teaching and learning.

Base level:

– Language teachers use appropriate procedures for evaluating student use of technology (e.g. rubrics, checklists, matrices _ these may look at enjoyment).

– Language teachers elicit student feedback in order to improve student use of technology.

Expert level:

– Language teachers develop and share procedures for evaluating student use of technology.

– Language teachers examine student outcomes that result from use of technology (e.g. examining chat logs for more complex language).

The computer-assisted language learning (CALL) specialization prepares students to work as the CALL specialist in an ESL/EFL program, selecting and coordinating software resources, constructing computer-based language learning activities, and conducting staff development workshops on CALL. (http://www.public.iastate.edu/_apling/MA_homepage.html)

It is worth pointing out that the classroom teaching 'specialist' is actually something of an 'expert generalist'. As such the category borders on that of the CALL professional. The key point is that this label recognizes an institutional role that goes beyond one's own classroom teaching to support the needs of others and in some cases their professional development.

As it is known the levels of interactivity and individual control over media and communication networks, and ICT in general, is growing in all countries. The nature of the practice, pre-disposition of a population to their exploitation and the ability to access new ways of working are determined by individual national circumstances.

Some key considerations/influences on take-up of language learning via ICT that are reported among respondents to the online survey from all countries include:

– Extensive use of new media for social purposes;

– Reluctance/resistance to using social networking for learning;

– Perceived value of new ways of working among teachers, some groups of learners and some employers;

– Experience in use of media as an influence in pre-disposition to adopting new ways of learning.

The majority of respondents acknowledged the value of the use of ICT for language learning purposes. The majority preferred mixed methods with some face-to-face communication.

There are several options, both formal and informal, for helping individuals to develop the necessary foundation of knowledge and skills for a given specialization. Many respondents mentioned 'trial and error' as their most common means of building CALL expertise.

ICT and new media in language learning are stimulating the development of networks and collaboration among institutions. A significant number of resources are developed by groups of national and international companies that collaborate in joint projects. The impact of ICT and new media in language learning is similar to their impact in other developed countries. According to the President of Euro CALL, it has:

– instigated new resources in electronic format, in CD-Rom as well as through the Internet, so learners and teachers can choose between the formats or methods that are most convenient to them or more appropriate for a specific learning situation;

– enabled students to work outside formal teaching by not limiting their learning to the classroom context and allowed space-time frontiers to be broken;

– created more possibilities for communicating, in real time as well as in deferred time or through recording, with native speakers of the target language.

Conclusions. The research presents the basic terms of the means and classifications of information and communication technologies (ICT) in foreign language students' training. The overview of formal and, particularly, informal language learning. Pedagogical applications do not keep pace with and are not integrated into technological innovation and change. Educators are often resistant to using technologies which do not reflect what they consider to be current pedagogical best practice. Programmes of profes-

sional development for students and teachers do not always encompass current technological developments. Teachers often feel daunted by the speed of technological development which may threaten their relationship with learners who may be more skilled. The advantages of ICT and new media are high but they are generally not understood in the countries and Ukraine as well and any technological training innovation tends to be delivered in other fields of operation. Such development tends to remain unconnected to any language training undertaken.

It is determined the peculiarities of students' training in the field of computer-assisted language learning (CALL). To date, only a few CALL specialties seem to have been recognized, perhaps, there will come a time when computer technology is so embedded in language teaching, and in education in general, that the term CALL specialist will not be that meaningful. In the foreseeable future, however, expanding the notion of CALL education beyond providing the basics for classroom teachers seems to be a worthy goal. Further development of CALL specialists depends on institutional recognition, including recognition by professional organizations. It should be noted that, whatever the path, becoming a specialist in some domain of CALL is a long-term undertaking. It requires a commitment to familiarizing oneself with the relevant literature, ideally adding to it, and through practice and experimentation garnering the skills necessary to master that specific CALL domain in language learning and teaching.

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