Galina Cherednichenko, candidate of pedagogical science, docent

Nikitenko Olha, senior teacher

National University of Food Technologies, Kyiv, Ukraine

HOW TO USE INTERNET RESOURCES IN A FOREIGN LANGUAGE TEACHING

Annotation. Rapid social, economic and technological development of our society creates new challenges for the system of higher education in Ukraine. It's not sufficient to give a student certain knowledge, which can be put into standards, books, textbooks and etc. It is necessary to develop independent, flexible, critical thinking of students. Examining the system of higher education in such a way, the role of information technologies becomes obvious. New innovative technologies are the most powerful source of cognitive activity of students, development of their creative abilities, interests and skills and other intellectual factors.

Keywords: Internet Technologies, education, foreign language.

I. Introduction. With the focus on language, communication and culture in the national standards for foreign language learning foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills in these target areas. Innovative technologies in education are information and communication technologies inseparably connected with application of Internet-technologies in learning. As the Internet has transformed communication around the world, it is natural that it should play a major role in the foreign language classroom.

II. Materials and methods. N.Basova, S.Vetrov, M.Klarin, I.Pidlasiy, Zh.Poplavska, D.Stetchenko, V.Tinniy, V.Shukshunov are engaged in the

development of problems of innovative technologies application in Ukraine and Russia.

These problems were also examined in the works of V.Bezpal'ko, A.Nisimchuk, I.Pidlasiy, O.Shiyan N.Rotmistrov who think that new computer technologies brought us to the point where the computer can become a strong tool of education, in which all aspects of learning are modeled, – from methodical to presentation aspects [6, c.89]. However, not enough attention is paid to the application of computers in the learning of a foreign language with the aim of communicative competence development.

The purpose of this article is to consider possibilities of learning foreign language with the help of Internet technologies.

In higher schools of Ukraine computer educational multimedia is widely used in the learning of foreign languages, especially English.

The methods of computer application in the learning of foreign languages appeared to be a perspective direction [1, 2, 4, 5, 7]. To traditional forms of language assessment belong writing control assignments, oral assessment, dictation, essay, rendering and examination, but they are not objective, exact and efficient enough. The computer-assisted language learning allows to control educational activity of students with high exactness and objectivity, and has a constant feed-back.

New Internet technologies give such possibilities, that traditional textbooks cannot provide. Such technologies enable teachers to plan such types of activities, which bring in the element of personal interest in the educational process. They allow to create the active guided communicative environment in which training is carried out. Co-operation of a student with a computer, thus, from simple exchanging of information or carrying out commands transforms into interactive activity in this environment, which opens unlimited possibilities to a student [7].

Learning language with Internet Technologies has many advantages [3] such as:

- possibility of application at the different stages of learning;
- possibility of application at any stage of practical classes;
- educational material is better perceived and easier memorized by students;

- reflects different aspects of the target culture.

- provides easy access to current events.

- provides easy access to authentic texts.

- provides easy access to reading, listening and writing .

- is a multi-directional (links) medium:

- always provides access to other texts, experiences and ideas.

- serves as a complement for other teaching techniques (the person to person approach will never be surpassed.)

And such learning also:

- saves time of learning;

- individualizes learning;

- helps to keep records of student's progress;

- reduces boring and tiring activities;

- enriches and motivates learning with visual and dynamic presentation of learning material;

- analyses student's errors ;

- adapts traditional educational materials to the computer-assisted conditions of learning;

- creates pleasant and productive environment for learning;

- introduces experimental researches;

- activates student's educational activity;

- intensifies learning and increases motivation;

- develops students' self-assessment skills and creates opportunities for independent work.

Here we would like to highlight a number of Internet applications that can be used to enrich the foreign language classroom.

Electronic Mail. Email was in use before the Internet as we know it today even existed and is still the most commonly used Internet application. Foreign language teachers can integrate email-based activities into their curriculum. For example,

international keypal projects that enable students to correspond with native speakers of the target language are easily implemented where participants have the necessary access, equipment, and foreign contacts. The infrastructure requirements for email are minimal, making it the most available of all Internet tools. Distance learning is another curricular area where email is being used. Today's email software can handle text in a wide variety of languages, can transmit diacritics, and can include word processed files as attachments. The software also allows us send sound and images as attachments that enhance the context of the written communication.

Electronic Lists

Electronic discussion groups or "lists" use email to provide a forum where people of similar interests can participate in a professional dialog and share resources. Hundreds of lists of interest to language teachers are available on the Internet. Some are service lists, such as LLTI (Language Learning Technology International Discussion Forum), which distributes information about all aspects of the technology used in language teaching; and IECC (Intercultural E-Mail Classroom Connections, K–12), which provides a service for teachers seeking partner classrooms for international and cross-cultural electronic mail exchanges. Others are language specific and address topics as specific and diverse as their membership warrants (e.g., AATG, ESPAN-L, TESL-L). FLTEACH (Foreign Language Teaching Forum) is a list that cuts across language lines to discuss methodology, instructional innovation, professional articulation, and enhanced student learning, among other topics. Participation in electronic discussion lists can be a useful tool for professional development, particularly for educators who are isolated geographically or within their districts from other teachers of the same language .

Electronic Journals. Several electronic journals target foreign language professionals. Generally, these journals are free, are published on a regular basis, and do not exist in paper form. There are a number of reasons for publishing a journal online. First, electronic journals can reach a large and diverse audience in a timely manner and without the printing costs of a paper journal. Second, the hypermedia nature of Web-based journals enables articles to include links to related background

or reference information located elsewhere on the Web. Third, a number of these journals have a technology focus, and electronic dissemination illustrates many of the technologies treated in a given issue. With good submission policies and a strong editorial board, an online journal can be as dependable as a similarly run traditional journal.

The Rise of Web 2.0. In the commercial world much has been made of the concept of Web 2.0. Traditional media are passive for the users - you read your newspaper but have no interaction with its creators and have to put up with large sections which you don't find interesting.

Web 2.0 is a new form of media, a new phase in the development of the web, whereby users become more involved and less like passive consumers of material produced by others. So you can customise the news topics that you see when you go to the Google news page - delete the sport and ask for articles on language. On Flickr.com users create all the content by uploading their photos and sharing feedback on them - and searching for other people's photos. YouTube shares videos in the same way and is set to revolutionise the distribution of music videos - to the benefit of users who used to pay MTV" for what they will not find for free.

Thus, users have more involvement - they can select, sift, search and even create the content that they want to see. In the rise of the Blog, which has been rapidly incorporated into most national newspapers' websites, millions of formerly passive readers are now writing articles to react to what they have read in their newspapers - and those same papers are publishing it.

The impact of this growth of involvement and interactivity - and an expectation of such - on education can be clearly seen. In similar fashion, learners wish to select, sift, search and even create the learning material that they are learning from - to make it more relevant to their needs and experience, more motivating [8].

Streaming Audio and Video. One way of connecting students with native speakers and authentic A-V materials is by using the technologies of streaming audio and video, which virtually transport the target language environment to the second language classroom without waiting for huge files to download. Students can listen to

live radio stations from around the world or hear pre-recorded broadcasts of music, news, sports, and weather. They may watch the nightly news from France or live TV from Chile transmitted to their computer in real-time. This technology keeps getting better thanks to faster computers and better Internet connections.

Chat, Audio and Video Conferencing, Messaging. While much of the Internet is about the presentation of information, instant communication with other individuals allows an interpersonal exchange with a friend around the corner or around the world. Such real-time communication takes place via several different types of chat, conferencing, and messaging programs.

One such application is Internet Relay Chat (IRC), which enables synchronous "conversation" among participants anywhere in the world. Users enter a channel and "talk" by typing messages to all of the other people on that channel; everything that is typed is seen instantly by everyone. Hundreds of channels exist, with names usually reflecting the topics and language discussed. Private closed channels can also be created for use in the classroom.

Audio and video conferencing programs, such as CUSeeMe and MS NetMeeting, are options for engaging foreign language students in voice conversation. Users can talk directly to their interlocutor and, using the proper hardware and software, can even see and be seen by the person they are addressing. These applications take a large amount of bandwidth and depend on a good modem connection; network traffic will also affect the results. The development and availability of broadband service through cable-modem and Digital Subscriber Line (DSL), which are much faster than modem access, is making desktop video conferencing a reality for an ever growing number of people.

Mp3 and podcasts. Podcasts are all the rage. But a Podcast is just an audio file - usually an MP3 file that someone has recorded to deliver some interesting audio. Anyone can make a podcast - record some speech, an interview, your neighbour telling a story - onto a cassette or directly on to your PC. Convert it to an MP3 file (easy to do) and you have a podcast. You don't need a studio, though of course some people do create complex material with the full panoply of recording equipment.

Much more interesting for most teachers is the possibility of getting much better quality and quantity of listening material into the classroom by using the same MP3 tools you would use for music - including iTunes - to replace ancient cassette players and even CD players for which the CD has been lost. Simply transfer tape or CD-based audio material to your computer and you can easily carry large quantities of listening material on a memory stick or an MP3 player can then be plugged directly into the speakers in your classroom [8].

III. Results. All the above-mentioned advantages of Internet technologies help to solve the basic task of language learning as to form students' language competence.

Modern learning language courses can be widely used to introduce new language material and patterns both at stages of practice and application of acquired knowledge, skills and abilities. With the help of computers students are able to: practice spelling; learn lexical material; perfect listening skills; develop reading skills; learn grammar; develop writing skills; practice pronunciation.

Although there are a great many benefits to the use of Internet in a communicative ESL/EFL class, there are also some pitfalls to watch out for.

Cons

Technical considerations

- Computer labs and technology in general are expensive.

- Maintenance and training is time consuming.

Language related considerations

- On the Net, texts are often unreliable, or are not originated by reliable linguistic sources (news paper editors, writers, etc.)

- The Net is not an *active* media (from the point o view of a language student.)

- The Net still lacks a speaking feature.

- There is too much English on the Net.

Multimedia computing, the Internet, and the World Wide Web have provided an incredible boost to Computer Assisted Language Learning (CALL) applications.

Once relegated to "novelty" status, CALL is finally achieving the recognition it deserves thanks in large part to these developing technologies.

IV. Conclusions. Ultimately, it is incumbent upon the foreign language teacher to integrate Internet tools into the curriculum in a pedagogically sound and meaningful way. Clearly, target language communication and cultures are easily accessible through current and emerging technologies, and information about using these resources is readily available online. The intrepid and creative teacher will venture into this virtual realm, find authentic resources, and use them to make the second language classroom a marvelous place to learn.

References

1. Аскоянц П.Г., Чекаль Г.С., Сердюков П.І. Основи методики створення та застосування комп'ютерних програм у навчанні іноземних мов. – К: КДПІІМ. – 108с.

2. Гаєвский А., Леонтьев О. Справочник по програмным продуктам. – К: Диа Тайп, 1998. – с.187-192.

3. Кужель О.М., Коваль Т.І. Використання персонального комп'ютера у вивченні іноземних мов.//Нові інформаційні технології навчання в навчальних закладах України: Науково-методичний збірник, вип. 8: Педагогіка/Редкол.: І.І.Мархель (гол.ред.) та ін. – Одеса:Друк, 2001. – 242 с.

4. Нилов О. Английский без репетитора.//Компьютерное обозрение. – 1997. - №27 – с. 35-38

5. Ротмистров Н.Д. Мультимедиа в образовании//Информатика и образование. – 1994. – №4.– с.89-96.

6. Сердюков П.І. Технологія розробки комп'ютерних програм з іноземних мов. – К: Ленвіт, 2996. – 111 с.

7. Gavalis B. Computers and the EFL Class: Their Advantages and Possible Outcome. English Teaching Forum, Vol. 35, №4, 1998. – 64с.

8. Carrier M. (2003). Technology in the Future Language Classroom / Modern English Teacher Journal; Jan2003, Vol. 15 Issue 1, p. 66