

Some Aspects of the Internet Usage for Foreign Languages Teaching

Кафедра ділової іноземної мови
та міжнародної комунікації

Klymova O.V., Cherednichenko G.A Some Aspects of the Internet Usage for Foreign Languages Teaching The article is devoted to the different approaches to the Internet as an education tool. The authors propose the practical illustration of saying that the technological resources must comply with the curriculum, not vice versa. The example of the Internet site usage for foreign languages teaching is given.

Key words: internet, education, approach, foreign languages, methods.

Климова О.В., Чередниченко Г.А. Некоторые аспекты использования Интернета для обучения иностранным языкам. Статья посвящена различным подходам к использованию интернета в образовании. Авторы предлагают практическую иллюстрацию использования интернета в обучении иностранным языкам. В качестве примера взят англоязычный информационный сайт, посвященный пищевым продуктам.

Ключевые слова: интернет, образование, подход, иностранные языки, методы.

Климова О.В., Чередниченко Г.А. Деякі аспекти використання Інтернету в навчанні іноземним мовам. Статтю присвячено різним підходам до використання Інтернету в освіті. Автори пропонують практичну ілюстрацію використання Інтернету в навчанні іноземним мовам. Як приклад показано англomовний інформаційний сайт, присвячений харчовим продуктам.

Ключевые слова: интернет, образование, подход, иностранные языки, методы.

The growth of the Internet has changed significantly the way we learn. The fast and relatively low cost access to the internet is one of the major benefits of it to different categories of people and mostly for students all over the world. Communication and information are the two most important advantages of the Internet in education. Information in the Internet can be updated or modified at any time and for any number of times, which helps in learning and better understanding. [1]

According to Kim H.Veltman classification there are three levels of the learning process: curriculum, courses, and specific problems in individual texts. All levels of learning can be divided as outlined below:

1. Corpus
2. Curriculum

3. Courses, lesson plans
4. Texts
5. Tests
6. Evaluations
7. Reviews

In what aspects can we use the Internet? It can be used for activities, learning tasks, contexts, courses, instructions, outcomes, resources, subjects. It can be used for different kind of events, such as conferences, exhibitions, meetings. It gives people the access to books, catalogues, journals, directives, magazines, manuals, texts [2].

The application of the Internet in education is understood as the usage of various Internet-technologies for the solution of various educational tasks, namely, teaching, learning and management of the educational process. Various typologies of the Internet Applications in Education have been proposed in the literature in recent years. At the same time, it should be noted that two approaches to the selection of grounds for segmentation have been revealed [3].

The technology-oriented approach is most widespread [4]. Under such approaches towards the research of the experience of application of the Internet in education, the analysis of technical equipment and the readiness of the participants of the educational process to use respective technologies prevail. Such an approach may also be modified in one or another way.

On the other hand, one can single out the group of typologies of the Internet applications based on the principles, which do not tie the Internet applications in education down to some particular (but continuously developing) computer and telecommunication technologies. These typologies are oriented towards the analysis of the parameters characterizing the solution of the educational problems proper as in works of J. Ellsworth [5] and J. Harris [6]. One of the possible approaches was proposed by L. Harasim [7], M. Rapaport [8] and developed in the sphere of education by M. Paulsen [9].

Based on the opportunities provided by the Internet for de-monopolisation of information sources and estimation. during the teaching process (due to the overcoming of time restraints) of individual learning styles of each student, J. Davies [10] builds her own typology of the usage of the Internet in education on the basis of the activity types in all aspects of the educational process.

These classifications are compatible since they are based on the supposition that educational tasks shall be primary ones in the usage of new information and telecommunication technologies. A similar approach became predominant recently. According to A. Barron and G. Orwig [11], “the objectives and tasks of teaching shall be the first to be determined, and only after that, particular technologies for their achievement should be selected”. The technological resources must comply with the curriculum, not vice versa.

This paper outlines the application of this method in practice.

To illustrate this approach we can show in what way it is possible to use information sites for foreign languages teaching and learning. For example, www.food-info.net, the multilingual food information site, can be used for English training in institutions connected with food technologies. Food-Info.net is the largest and most comprehensive information site relating to food science and related subjects in the world aim: answer food-related questions from public to university, to increase awareness of people about food science, food safety and ingredients. The site provides information on all food science related topics, such as food components, vitamins, minerals, colours, proteins, food allergies and intolerances, food safety, bacteria, viruses, toxins, e-numbers etc.

First of all this site is information recourse. Students can get tasks to find the necessary information there, to find answers for given questions, to prepare reports, using the site materials. Students can analyze the articles according to given topics. As there is the possibility to ask questions on the site, students can analyze questions and answers on the given topic, ask their own questions, report about the response. Teachers can take information for reading and translating tasks, for tests and to check different skills: reading, writing, reporting, specialized vocabulary studied, grammar. The usage of this site helps to find specialized material, to interest students, to teach them how to use the information for reports and presentations.

As nowadays the Internet is a powerful resource and useful tool for different purposes it is necessary and appropriate to use it for foreign languages teaching. But it is necessary to remember that is the main aim in this case is to build tasks according to methodology. We must understand the principle that the technological resources must comply with the curriculum.

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