



**INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH
LANGUAGE TEACHING (ELT)**

Zhuldyz TOKTASSYN

**Yüksek Lisans Tezi
İngiliz Dili ve Edebiyatı Anabilim Dalı
Danışman: Doç. Dr. Özlem Tekin**

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**T.C.
TEKİRDAĞ NAMIK KEMAL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI
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DANIŞMAN: DOÇ. DR. OZLEM TEKİN

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ÖZET

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Bilgi süreçlerinin yaşamın çeşitli alanlarına hızla dahil edilmesi, modern bilgi teknolojilerine dayalı yeni bir eğitim sistemi modelinin geliştirilmesini gerektirmektedir. Bu, bir kişinin yaratıcı potansiyelini ortaya çıkarmak, yeteneğini geliştirmek, kendisini geliştirmek ve sorumluluk ihtiyacını eğitmek için koşulları oluşturmak ile ilgilidir. Dolayısıyla, *Bilgi ve İletişim Teknolojisi'nin (BİT)* tanıtılması, eğitimin modernizasyonu-nun temel amaçlarına katkıda bulunmaktadır: eğitimin kalitesinin ve erişilebilirliğinin artırılması, ayrıca modern teknolojilerin ve bir bilgi kültürünün içinde bulunan bir bireyin bilgi ve iletişim yeteneklerine bağlı olarak uyumlu bir gelişimini sağlanmasıdır. Bu koşullar, bu tez araştırmasının konusunun uygunluğunu belirlemektedir, yani eğitim sürecinin etkinliğini ve yabancı dil (özellikle de İngilizce) eğitiminin kalite yönetim sisteminin etkinliğini artırmak için BİT'in tanıtımıdır. Bu yönlerin çözümü, araştırma temasını belirler. Araştırmanın bilimsel yeniliği, *Twitter* ve *Podcast* hizmetlerinin didaktik özelliklerini ve metodolojik fonksiyonlarını ortaya koymasısıdır. Bu hizmetler, yabancı dil öğretiminin metodolojik bazını geliştirirken aynı zamanda da yabancı dil eğitiminin modern yöntemlerinden biri olarak dikkate alınması gerekmektedir.

Anahtar Kelimeler: Bilgi İletişim Teknolojisi (BİT), Web 2.0, Twitter, Podcast, İngilizce Öğretimi.

ABSTRACT

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Rapid introduction of information processes into various spheres of life require the development of a new model of the education system based on modern information technologies. It is about creating the conditions for revealing the creative potential of a person, developing abilities and educating the need for self-improvement and responsibility. Thus, the introduction of *information and communication technology (ICT)* contributes to the main goals of modernizing education: improving the quality of education, increasing the accessibility of education and ensuring a harmonious development of the individual who is attached to the information and communication capabilities of modern technologies and possessing an information culture. These circumstances determine the relevance of the topic of this thesis research, which consists in the introduction of *ICT* in order to improve the effectiveness of the educational process and the effectiveness of the quality management system of foreign language (especially: English) teaching. The solution of these aspects determines the theme of research. The scientific innovation of the research is that it reveals didactic properties and methodological functions of the *Twitter* and *Podcast* services as one of the modern methods of teaching language, which must be taken into account when developing the methodology for teaching a foreign language on its basis.

Keywords: Information-Communication Technology (ICT), WEB 2.0, Twitter, Podcast, English Language Teaching (ELT).

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INTRODUCTION

In the conditions of intensive development of international cooperation and international relations, there is a growing need for specialists with a good command of a foreign language and able to effectively use it in situations of daily and professional communication. In this regard, the most important issue is the improvement of the methodology of teaching a foreign language and especially English as a language of international communication among students.

The educational standard prescribes both a basic set of general competencies and a varied set of special competencies. To such special competences in the field of foreign language teaching is a foreign communicative competence, which in turn includes linguistic, sociolinguistic, sociocultural, social, discursive and pragmatic competences. Formation of these competences occurs both within each separate discipline and interdisciplinarity, since competence is the ability to apply knowledge and skills and to act successfully on the basis of practical experience in solving problems of a general kind and also in a certain professional field. Thus, modern students should have a set of competences that can be implemented in the subsequent professional activity.

In the past days, the most popular method of teaching a foreign language was the *grammar-translation* method, in which students were mainly taught reading and translating foreign texts. In the process of using this method, the formation of communication skills was not the goal of training. However, knowledge of grammatical rules and the ability to translate foreign texts are insufficient conditions for successful communication in a foreign language. This led to the need to revise the goals, objectives and contents, as well as the methods and techniques of foreign language teaching.

Nowadays, it is necessary to keep up with the times; therefore, the modern lesson should be progressive, interesting, cognitive and creative. And for this, teachers need a great desire, creativity, and knowledge. To interest students in learning a foreign language, it is necessary to organize such an educational process that would cause high motivation and ensure students' activity in the lesson. The use of *information and communication technologies (ICT)* in foreign language teaching creates such an

environment which significantly increases the effectiveness of the educational process. and opens new opportunities for foreign language teaching.

The problem of the formation of foreign communicative competence is considered in the studies of Russian and foreign researchers: Passov (1985), Bennett (1998), Byram (1998), Safonova (2004), Ter-Minasova (2004). In this regard, there is obvious need to increase the effectiveness of the formation of foreign-language communicative competence through the development and introduction of innovative technologies and teaching methods in the learning process that allow intensifying the learning process and creating an organizational and didactic basis for the implementation of a competence approach in higher education.

Internet technologies in general and so-called *Web 2.0 social services* in particular have a significant potential in addressing these deficiencies. The information and communication technologies of the Web 2.0 generation provide ample opportunities in teaching foreign languages, as they permit the participants in the educational process not only to use prepared resources, but also to create their own content. *Web 2.0 social services* include podcasts, blogs, wikis, social networks and other forms of organizing and transferring information. In these technologies, the determining factor is a person, his social communications and personal preferences. Thus, unlike the internet of the first generation, which was an environment for only obtaining information, *Web 2.0 social services* becomes intermediary between users in the process of their social interaction.

The use of internet technologies in general and Web 2.0 social services in particular for the purposes of foreign language teaching is considered in the works of such authors as Titova (2009), (2010), Sysoev (2009), Filatova (2009), Isvozchikov (1991), Minkova (2005) and Polat (2001). As these studies show, there are quite a number of advantages in using internet technologies in general and Web 2.0 social services in particular for the purposes of foreign language teaching. Nevertheless, the processes of teaching and improving foreign-language communicative competence with the help of internet technologies and *Web 2.0 social services* these days are exception rather than the rule in most educational institutions. At the same time, usage of these

technologies and services is often hampered by existing curriculum, educational structures, and the logic of the educational process. Thereby, it seems essential to determine the forms and methods of using internet technologies and internet services in the study of foreign languages, as well as the range of competencies that students should acquire through using these.

The relevance of this thesis is that at the present time, in the framework of changing the education system, the introduction of *information and computer technologies (ICT)* in the educational process is being actively implemented. The use of *Web 2.0 social services* in the process of foreign language teaching is an indispensable resource for the formation of communicative skills of students.

The object of the research is the process of formation and development of speech activity through using *Web 2.0 social services* in the process of English language teaching.

The subject of the research is two *Web 2.0 social services*: the service *Twitter* as a means of interactive technology, and *podcasts* as a means for developing foreign language skills of students.

The aim of the study is to determine the possibilities of these *Web 2.0 social services* in foreign language teaching in general and English language teaching in particular, as well as to develop guidelines for organizing work with these services.

In accordance with the aim and subject of this research, the following research tasks are identified:

1. defining the concept of *information and communication technologies (ICT)* used in the process of foreign language teaching;
2. classifying types of *ICT* and highlight their functions;
3. investigating ways to use *Web 2.0 social services* in education;
4. identifying the didactic benefit of using *Twitter* in foreign language teaching as a type of *Web 2.0 social services*;

5. developing an additional interactive technology of teaching foreign languages through *Twitter*;
6. identifying the didactic benefit of using *podcasts* in foreign language teaching as a type of *Web 2.0 social services*; as well as
7. elaborating guidelines for the organization of work with *podcasts* in foreign language teaching.

The theoretical significance of this study is to justify the use of *Web 2.0 social services*, particularly *Twitter* and *podcasts*, in foreign and English language teaching. Besides the algorithm of working with *Twitter* and *podcasts* for the development of speech skills is described.

The practical significance of this study lies in the fact that the proposed guidelines for organizing work with *Web 2.0 social services*, namely *Twitter* and *podcasts* in the process of foreign language education, can be used in the teacher's activities as an additional resource for teaching students all kinds of speech skills.

Developed guidelines for the organization of work with *Web 2.0 social services*, namely *Twitter* and *podcasts*, in English language teaching are the novelty of this study.

1. THEORETICAL BASES OF THE USE OF *ICT* IN FOREIGN LANGUAGE TEACHING

1.1 Methods and Techniques in Foreign Language Teaching

The study of foreign languages in modern society becomes an inseparable component of the professional training of specialists of a very diverse profile and the quality of their foreign language training largely depends on the successful solution of the issues of professional growth and the expansion of contacts with foreign partners. In this regard, schools can be considered as a basis to provide a certain level of foreign language skills that could allow it to continue studying them during university education, professional life, as well as independently. The success of foreign language training at schools largely depends on the methodology of the foreign language teachers and their ability to use various modern methods.

The history of the development of teaching methods is very peculiar: Scientists through observing the process of teaching, paid heed to the huge variety of activities of teachers and students in the class.

These activities they began to call training methods and distinguished them in different ways: Perovski, Versilin and Golant identified verbal, visual and practical training methods; Danilov and Esipov subdivided methods of teaching to methods of acquiring knowledge, developing skills and abilities, and methods of applying, reinforcing and reviewing knowledge, skills and abilities; also, Golant proposed to distinguish two groups of methods – active and passive methods of teaching (Slastenin et al. 2013: 226-227). However, despite the different definitions given to this concept by separate didacts and methodologists, it is common that most authors tend to consider the method of teaching as a way of organizing educational activity.

The term *method* comes from the Greek word *methodos*, which means the way to advance to the truth or the expected result. In pedagogical practice, under *method*, traditionally, it is customary to understand the ordered way of activity in achieving teaching and educational goals. It is noted that the methods of *teaching* of the teacher

and the ways of *learning* of students are closely related (Podlasi 2001: 22). In the context of foreign language teaching the most widely used methods are the following:

- (1) *Grammar Translation Method*;
- (2) *Direct Method*;
- (3) *Audio-Lingual Method*;
- (4) *Cognitive Method*; and
- (5) *Communicative Method*.

The (1) *Grammar Translation Method* is considered as a traditional method, applied from the medieval period until now, which firstly used in teaching Latin in the West, and Arabic in the East. Later this method began to be used in teaching other languages. During the Renaissance, Europe learned about the Latin and Greek culture and science, with the help of this particular method. In teaching religious and scientific contents, the method of grammatical translation was also applied. In England, it began to be widely used in the first half of the 19th century (Solonceva 2009: 101).

The main feature of the *Grammar Translation Method* is the cognition of the rules and techniques of grammar in the translation of a word or text from one language to another. At this point the language is studied by direct translation of a foreign word into the native language, and only a small part of the learning process is conducted in a foreign language. Mainly, lessons are conducted by translating texts from the foreign language into the native language, after which the discussion is conducted in the same native language (Temizöz 2008: 14). Communication in the target language is not the goal of the *Grammar Translation Method*. The main task is to teach students to the understanding of the text, i.e. writing and reading. Low priority is paid to listening and speaking, and for the formation of correct pronunciation is not paid heed at all. This method puts the personality of the teacher in the center of the educational process. Besides, there is a comparison of foreign and native language, and the learning process is based on the determination of similarities and differences between these languages (Freeman 2000: 189).

The (2) *Direct Method* appeared in the early twentieth century in response to the *Grammar Translation Method*. It spread very rapidly around the world and was used in pedagogical activity for many years. Since, the method of grammar translation was not effective for teaching students to communicate in foreign language, the *Direct Method* was perceived as an effective way of teaching among educators. The name of the method is *Direct Method* due to the fact that its purpose is to establish the relationship between the target language and life activity. This method does not provide instruction in native language. Lessons and the learning process are conducted in the relevant foreign language (Hengirmen 1993: 20).

The founders of the *Direct Method* used for its justification the data of psychology and linguistics consciously and systematically, which was facilitated by the fact that the development of this method involved prominent psychologists and linguists of the time, such as P. Passy, H. Sweet, and O. Jespersen. According to the rules of the *Direct Method*, a person must experience the same processes as in the studying of his native language, but in a target language. In order to express him-/herself, a person establishes a link between the sentence and the state in which he/she is, and studies in a certain order. Foreign language is also studied according to the same principle and order. This method is aimed at creating the conditions for individuals to remain alone with the target language in the natural environment, based on the principles of association, error experiment and ‘gestalt’ (Gömlöksiz 1993: 24).

In contrast to the *Grammar Translation Method*, the *Direct Method* is most aimed at learning a foreign language for communication purposes. Individuals are trained by visual abilities, without the help of their native language (Freeman 2000: 189). In this regard, to the principles of the *Direct Method* following actions can be applied (Abdullah 2013: 124-128):

- the wide utility of the language;
- exclusion the usage of the native language and translation from the teaching and learning process;
- acquiring the grammar through inductive method;

- frequent use of such tasks as question-answer, conversation, dictation and demonstration;
- the study of grammar and words with the usage of flashcards and objects, and
- learning the language by performing actions.

Texts for reading should be related to the culture and the life of the country of the target language. The *Direct Method* of teaching is aimed at formation of all four skills. However, speaking is given special importance and requires the active participation of all students (Demircan 2012: 172). As mentioned above, this method does not allow translation of text or words. Instead of translation, the teacher explains confusing moments with the help of visual aids, gestures or movements, which ensures active participation of students in the lesson, and immerses them in the foreign language environment. It is generally recommended that teachers should be native speaker of the teaching language. But, since the search for native speakers always emerge problems this method cannot be used in all educational institutions.

The (3) *Audio-Lingual Method* appeared in the 1940-1950th on the basis of the behaviorist approach of B. F. Skinner to learning and the structural direction in linguistics. After the Second World War, the Americans had a need to study the languages of those states in which they built their military bases. Thus, the *Audio-Lingual Method* was developed. After this method successfully displayed itself in military bases, it became widely used in secondary schools (Danesi 2003: 9).

The tasks of the method are to learn how to react without hesitation and to respond quickly and accurately. Thus, the main task of this approach is to teach students to everyday life language. The lesson begins with a dialogue containing the words and rules of grammar that will be studied. Students reproduce the dialogue and as a result set phrases are memorized with a focus on intonation. The dialogue is followed by the repetition of its simple components, transformation and translation (Hisar 2006: 32). Thus, in the *Audio-Lingual Method*, where students are perceived as ready-to-program and passive recipients who just repeat what they hear, actions such as imitation, repetition and drills are used (Tosun 2006: 36).

The main skills that learner of a foreign language should master within the *Audio-Lingual Method* are listening, speaking and correct pronunciation. Scarce attention is

given to writing activity. The meaning of the word is not important, precisely important to automatically master and strengthen knowledge. Thus, instead of explaining the meanings of words, the teacher attempts to teach the learners the composition of sentences and dialogues. Basically, the grammar is studied without any explanation (Al 2011: 74). However, incomprehensible moments are explained in the native language without any restrictions.

The (4) *Cognitive Method* (also: *Cognitive-Code Approach*) appeared on the basis of the theoretical views of the psychologist D. Ausubel and the linguist N. Chomsky. This method can be seen as a response to the behavioral features of the *Audio-Lingual Method*. In the field of language teaching, the *Cognitive Method* has emerged as a method in which the emphasis is more on the use of the target foreign language in the process of communication, pronunciation and speaking, studying grammar using the deductive method, and organizing individual and group sessions. By this method, in the learning process it is permitted to address to the native language and the method of translation. Students are required to understand the essence of the information they have heard. The teacher acts as an entity that supports and facilitates the understanding of learning itself (Demirel 1999b: 47). The *Cognitive Method* is based on the fact that the language is studied according to certain rules, and not in the form of a skill. The learning process is aimed at developing the ability to comprehend what has already been learnt. According to this method, the teaching material is studied as one, and the main emphasis is placed on assimilating all four abilities necessary for learning. Even if the *Cognitive Method* began to lose its effectiveness in foreign language teaching in the 1980s because of the new *Communicative Method* (see below), the term *cognitive language* is still widely used in linguistics.

The (5) *Communicative Method* appeared as a result of studies on the theory of constructive linguistics by American linguist N. Chomsky. The purpose of this method is to teach learners of a foreign language communication skill. The main tasks of this approach are: in-depth study of grammatical rules, as well as the assimilation of such ways that provide an opportunity to speak the language, specifically how to respond under certain circumstances. In addition, the tasks of the *Communicative Method*

involve teaching learners the body language, the culture of communication and forms of behavior of the target language.

According to the principles of the *Communicative Method*, in communicating a foreign language it is necessary to abide the grammatical rules of language, as well as the rules of speaking and the use of words. The main purpose of foreign language learning is to provide oral and written comprehension. From this point of view, the foreign language should be used as a means of communication, whereas the correct construction of the sentence is considered as the final stage of learning the foreign language. Thus, role-playing games are very essential within the *Communicative Method*, as they give students the opportunity to communicate in different social contexts and different social roles (Israilova 1996: 56).

In the *Communicative Method* mental processes experienced by the students takes priority in foreign language learning (Ornstein / Hunkins 2004: 60). Instead of learning patterns, learners should focus on the comprehension and assimilation of the essence of the subject and after experiencing the mental process, they must apply the learned knowledge to practice (Jack 2006: 21). In this regard, the personality of the student is in the center of the educational process within the *Communicative Method*. The teacher's task is only to lead the students to such level that they can freely determine an oral and written communication in the studied language. To achieve this goal if necessary, the use of the native language and the method of translation are allowed.

All in all, the *Communicative Method* proved to be effective in meeting the needs that arise in the process of learning a foreign language in terms of balance created between form, function and concept, as well as the condescending attitude to the use of the native language. Consequently, this method has become widespread in many countries and is used in various learning environments.

Besides these main methods in foreign language teaching, the end of the last millennium was marked by the appearance of many other, effective and interesting methods and approaches in the methodology of teaching a foreign language: The 1960s and 1970s were marked by the development of the so-called *humanistic approach* to learning, the essence of which is the orientation toward the personality of the learner, his interests, needs and opportunities; as well as methods of teaching that correspond to

his individual characteristics. This approach is characterized by a reorientation of the entire learning process from the teacher's personality and teaching methods to the learner's personality and learning methods. The humanistic approach has led to the emergence of a series of non-traditional, so-called *alternative methods*:

- (1) *Community Language Learning (CLL)*;
- (2) *Silent Way*;
- (3) *Natural Approach*; and
- (4) *Total Physical Response (TRP)*; etc.

The (1) *Community Language Learning (CLL)* approach appeared in the 1960s as a result of the joint work of the American psychiatrist C. A. Curran and his colleagues P. G. La Forge and C. R. Rogers. Corresponding to this method, the student always stands in the center of the learning process. It is known that people experience anxiety and fear when they embark studying a foreign language; in psychology this is called language barrier. The *Community Language Learning* is mainly aimed at solving these psychological problems that students encounter in the process of learning a foreign language. In order to overcome fear and anxiety on account of the fact that the mistakes can be afforded, it is necessary to define the tasks and responsibilities of not only teachers but also students. For this reason, teacher and student are consultant and counselee to each other. It is very significant that in this way favorable attitude and good intentions, common interests and positive motives can arise between the teacher and the student (Memiş / Erdem 2013: 297-318).

The method of (2) *Silent Way* was developed by C. Gattegno in the early 1970s. According to this method, the teacher acts only as an observer, through avoiding all actions that can disrupt the concentration of students, and comes into contact with them only in case it is necessary. The origin of the name of this method is associated with the behavior of the teacher, who gives minimal direct input (Gattegno 2010: 119). In the lessons conducted by the method of *Silent Way* it is not permitted to use the native language, as students must learn from each other. Since the teacher only observes, the students need to correct mistakes and help each other. To the main teaching materials and tools belongs a colored stick symbolizing the suggestions and instructions of the

teacher, as well as a list of words, worksheets, charts, etc. One of the main principles of the method is that the teaching process is in the background, more precisely it is important that students learn independently through authentic experience (Gömleksiz 1993: 174).

The (3) *Natural Approach* requires that a foreign language must be studied in a manner similar to the native language. Representatives of this method believed that in learning a foreign language one should create the same conditions and apply the same ‘method’ that is used in the natural assimilation of the native language by children. The most prominent representatives of this method were M. Walter, F. Gouin and M. Berlitz. The most renowned among them is Berlitz whose courses and textbooks were widely distributed in Europe and the US. The main goal of his training is to teach students to speak a foreign language. Berlitz and other supporters of this method proceeded from the premise that after learning to speak, students can read and write in the target language. Following the general principles of the *Natural Approach*, Berlitz in the preface to his textbooks put forward the following methodological aspects:

1. The perception of linguistic material must be immediate, not translated, that is, the student must associate the foreign word with the object or action, and not with the word of the native language. Grammatical concepts should be perceived intuitively, from the context, and not by comparison with known forms of the native language.
2. Materials must be sustained by imitation of the teacher with the maximum use of the principle of analogy.
3. It is necessary to completely exclude from the teaching process the usage of the native language of students.
4. The meaning of a new language phenomenon (lexical or grammatical) should be disclosed through various means of visual aids.
5. The teacher should first introduce all the new language material orally.
6. The most eligible form of activity is the dialogue between teacher and students. This is most appropriate for natural learning and encourages students to be active.

Mistakes that made in oral speech are not corrected within the Natural Approach; they can be rectified only through grammatical exercises and while doing homework. All in all, the aim of this method is to fulfil the needs of learners in learning and proficiency in a foreign language (Ertural 2008: 104).

The method of (4) *Total Physical Response* (TRP) which relies on physical actions was developed by the psychologist J. Asher and is based on structural linguistics, behaviorism and humanistic direction in teaching, as well as on the position of psychology on the coordination of speech and the physical actions that accompany it. The method develops the ideas of the *Natural Approach*. The essence of it is that when learning a foreign language, it is necessary to imitate the process of mastering a native language by children, which is assimilated in parallel with the performance of appropriate physical actions. It is believed that the perception of structures is facilitated if it is accompanied by actions performed by the teacher and students. The foreign language teaching method of *Total Physical Response* is mostly appropriate for beginner (or intermediate) level students or young learners. This kind of learners perform what they hear and allows a lack of any pressure in the classroom, on the contrary, classes can be entertaining. The opportunity to learn a lot through various activities in a short time can be attributed to the main features and merits of the method of *Total Physical Response* (Mühren 2003: 10).

Proceeding from the aforementioned, it is shown that up to now a variety of approaches and methods of teaching a foreign language has appeared. Each new method appeared as a response to previous methods. The creators have sought to eliminate the disadvantages of existing methods; despite all efforts, in each method there were both pros and cons. In this regard it has to be noted, that it is impossible to consider some method as the superior. For the effective teaching of a foreign language, only one method is not enough, Therefore, it is necessary to choose the best sides of different approaches and methods, and thus to develop a new, more universal method of teaching foreign languages (Davis 2003: 61).

As a result of selecting the most necessary and effective aspects from all existing teaching methods the so-called *Eclectic Method* appeared (Kumar 2013: 1-4). In accordance with the supporters of this method, H. Sweet and H. Palmer, in teaching a

foreign language it is not enough to use two or three methods. It is necessary to accept the most appropriate and effective sides of each method, and on this basis to develop a new, mixed method. As for Palmer, teachers need to use a variety of methods and tools to achieve the goal in teaching a foreign language. And according to Sweet, training should be versatile and alternative, based on knowledge and information about grammar. Thus, the sequence of learning activities within the *Eclectic Method* ranges from speaking, writing, listening to reading; and conversation, and reading aloud, exercises and repetitions are considered as the forms of educational activity. Thereby, the use of audio-visual materials is one of the main principles of this method. In addition to this, grammar is studied in a deductive way. (Sharma 2008: 27). All in all, the *Eclectic Method* involves bringing into the system and the interconnection several different methods (Hengirmen 1993: 37).

In order to effectively choose the best sides of different approaches and methods, teachers need to have good knowledge in the sphere of teaching methodology. The success and effectiveness of the method of teaching a foreign language depends largely on the knowledge of teachers about methodology and the ability to apply it in practice. Hence, teachers need to increase their qualification, develop knowledge, skills and abilities in teaching foreign languages. In addition, they need to consider the rules of psychology.

Besides the methods of teaching a foreign language also teaching techniques have to be considered. Teaching techniques are ways of teaching that ensure the effectiveness of the lesson, the achievement of the assigned tasks, as well as constant and effective teaching. The differences between method and teaching technique can be summarized as in following table (http://www.deu.edu.tr/UploadedFiles/Birimler/16928/3-Teknikler_1.pdf 11.10.2013):

Table 1.1: Differences between *Method* and *Teaching Technique*

Method	Technique
▪ short way to achieve goals; ▪ planning, designing;	▪ forms of introducing the method into practice;

▪ planning and development of the educational process with the purpose of accomplishing the stated task/s.	▪ strategy of application into the practice; ▪ developed and planned actions.
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Generally, *teaching techniques* are divided into following two categories:

- (A) *Group teaching techniques*; and
- (B) *individual teaching techniques*.

(A) Group teaching techniques involve the following activities (Smolkin 1991: 207)

- (1) *question-answer*;
- (2) *drama and role-playing*;
- (3) *demonstration*;
- (4) *simulation*;
- (5) *educational games*;
- (6) *pair or group work*;

(1) *Question-answer* is the most common technique of teaching, as it ensures the development of students' ability to think and communicate. Such technique is used in the teaching of all linguistic subjects (Oğuzkan 1974: 23). In the application of the *question-answer* technique, attention should be paid to followings (Demirel 1999a: 44):

- questions to the whole class;
- priority should be given to the willing students;
- easy questions should be directed to passive and 'slow' students;
- sufficient time should be provided for the answer;
- correct answers must be confirmed on time;
- incorrect answers should be corrected;

- it is necessary to ask thought-provoking questions or key questions to the solution;
- the teacher needs to ensure the participation of the whole class and to give students the opportunity to ask questions from them.

(2) *Drama and role-playing* are a technique of self-expression (Adıgüzel 1993: 224). This teaching technique is used in the development of certain language abilities, and the fulfillment of the role is a reflection of the individual's character traits that are inherent in students: through imitating or fulfilling roles, they can express their actions (Jones 1983: 10). In applying the technique of *drama and role-playing*, teachers need to pay attention to the following principles (Varış 1996: 9):

- teachers cannot require students to perform roles that they do not have full information about, i.e. the students must be given information about their roles in advance;
- instead of dividing the class into several groups, it is best to work with one group;
- because the class needs an audience that must listen and observe the actions of those who participate in dramatization, an important role is played by establishing a connection between the viewer and the performer; and
- simple and uncomplicated roles can be performed during the lesson in a short time.

The drama and role-playing technique that can be evaluated as a communicative activity ensures the development of communicative abilities among the learners and the use of the studied language in real life. Based on the Communicative Method (see above), the technique of dramatization is aimed at communication and requires individual participation, which can give effective results. The content of drama and role-playing includes learners' acquaintance with each other, improvisation, playing roles, pantomime, puppet shows, grammatical games, narrative and staging tales, and demonstrative techniques (Demirel 1999a: 45). These aspects develop creative abilities of learner; i.e. they learn:

- to critically look at life;
- to establish a relationship with other people and the outside world;
- to better express themselves in society;
- to functionally use their body;
- to develop spoken language and oratorical skills;
- a better cognition of themselves and their talents (Candlin / Mercer 2001: 23).

Besides, the technique of drama and role-playing is an effective way in teaching communicative skills: It provides the development of the power of imagination for writing, listening and speaking, as well as easier study of a specific text, i.e. reading (Harrison 1999: 31). Furthermore, drama and role-playing can support imagining of another person in all his features by a learner. As described above, this technique also contributes to the development of students' creativity and thereby ensures the creation of a student-centered learning atmosphere in the classroom. And finally, with the help of this technique, students have an opportunity to apply their knowledge into practice.

(3) *Demonstration* is a technique used to show the way of doing a particular job or explaining common principles to a group of viewers. With this technique, a specific action can be demonstrated by the teacher or a student in front of the class for the purpose of learning listening and speaking (Komisyon 2013: 206). Above all, thorough preparation is necessary so as to effectively use the demonstration technique, and while preparing to use it, teachers need to pay attention to following points (Demirel 1999b: 69):

- the time for preparation and demonstration should be sufficient and determined in advance;
- the materials should be prepared in advance as well, accurately determining the goals and objectives of the lesson;
- at all stages of the lesson, the aim should be to ensure the effective assimilation of linguistic material.

The *demonstration technique* is very important in the process of teaching a foreign language, as the educational process acquires a visual character. As a negative side of this technique can be considered the fact that it requires a long and accurate preparation by the teacher.

(4) *Simulation* is a teaching technique in which a particular situation, phenomenon or problem is studied by creating their model or similarities. In the case of impossibility of access to real phenomena or means, as well as high risks and costs, instead of a real situation their models corresponding to reality can be used through this technique. Students learn by studying these models. At foreign language lessons by such technique, groups of 3-4 learners are created. The *simulation* technique is to some extent similar to the technique of *drama and role-playing*, however here the students play themselves. The aim of the *simulation* technique is to develop the communicative abilities of students. The class is transformed into a society where the use of the native language is allowed. The role of students is defined and the main task is the development of the ability to optimize the assimilation of vocabulary.

(5) *Educational games* are a form of technique that aims at strengthening existing knowledge and skills of a foreign language and repeating them in a relaxed environment. *Educational games* can be grammatical or communicative: the didactic significance of this technique has increased with the emergence of the *Communicative Method*, where grammatical games were aimed at teaching rules of grammar; the main goal in games of communicative essence, in turn, is the development of students' communicative abilities. Thus, educational games should be aimed at obtaining relevant knowledge and skills. Thereby, it is necessary to determine the purpose of the educational games, and the rules should be clear and understandable. All students should participate and be active in this kind of educational activity (Perrotta et al. 2013: 5).

(6) *Pair or group work* is a joint work conducted either by pairs of students or by groups of more than two students. The purpose of this technique is that the students

should work together, exchange their views, help each other, and strive to achieve a goal through common efforts. In this way, pair or group works allow students to practice their communicative abilities in a more collaborative way. Besides, pair or group work provides a more comfortable environment for the students, which can enable them to adapt and feel comfortable in any group or society (Baker / Westrup 2003: 137).

(B) *Individual teaching techniques*, in turn, are distinguished as follows:

- (1) *programmed learning*,
- (2) *computer-assisted learning*;
- (3) *individualized learning*.

(1) The framework of the *programmed learning* technique is the student's individual advancement in the learning process. This technique is originated on the basis of Skinner's principles of programmed instructions related to the formation of knowledge. These principles are as follows (Mechner 1998: 98-144):

- principle of small steps;
- principle of active responding;
- principle of immediate confirmation;
- principle of self-pacing; and
- principle of program testing.

(2) The *computer-assisted learning* technique has become popular in recent years. The concept of computer education first appeared in the 1960s and 1970s, when US universities began to study and conduct research in this direction. In the technique of computer-assisted learning the main emphasis is placed on mastering grammar, vocabulary, reading comprehension, spelling and testing (Demirel 1999b: 94). The main advantage of training with the help of a computer is that the student can independently regulate his speed of learning, and not to see the negative reaction of classmates to the

mistakes he committed. The negative side of computer-assisted learning, in turn, is the lack of the possibility for developing communicative skills.

(3) The *individualized learning* technique is regarding the organization of the educational process, in which the choice of methods, techniques and pace of education is determined by the individual characteristics of the students, and various educational, methodological and psycho-pedagogical activities ensure an individual approach. Despite the fact that all students in the same class of the same age study the same subjects, there might be significant differences between them, which interfere with the simultaneous learning of all students: some students can acquire knowledge in a short time, and some take a long time to obtain, while others do not acquire knowledge at all. To eliminate such problems, it is necessary to conduct individualized instructions with each student (Vurdum 2011: 161). According to the *individualized learning* technique the student is always at the center of the educational process. Thus, the teacher is not oriented to the whole class, but only to 3-5 students. When the teacher creates a lesson plan, he should focus on topics that might interest his students and determines the individual tasks that need to be performed at the evaluation stage (Demirel 1999b: 91).

To sum up, it can be noted that nowadays in the arsenal of foreign language teachers there are various methods and techniques of training. Therefore, as mentioned above, teachers must have sufficient qualifications to choose the methods and techniques that not only correspond to the goals and objectives of the lesson, but also meet the individual characteristics of the teacher and the students. Appropriate and correct use of diverse methods and techniques can perform interesting lessons and effective teaching, releasing lessons from monotony and transforming the class into a fun environment. This in addition can lead to high outcomes not only for the students, but also for the teachers themselves.

1.2 Principles of the Use of ICT in Foreign Language Teaching

Since the development of information technology and the emergence of computers, computer technology has been used in educational processes. This informatization of the educational process has undergone a number of alterations closely related to the progress of computer technology and the notion of learning and teaching. Fedorov (2000: 1-13) identifies the following three stages of the informatization of the educational process:

- (1) *stage of electronization;*
- (2) *stage of computerization; and*
- (3) *stage of informatization.*

The (1) *stage of electronization* from the end of the 1950s to the beginning of the 1970s is conditionally divided into two periods: The first period (from the end of the 1950s to the beginning of the 1960s) is marked by the beginning of the industrial production of computers. In this time, there was an active development of electronic means and computer technology was used in the process of preparing students of technical specialties. During the second period (from the end of the 1960s to the beginning of the 1970s), in turn, students of humanitarian specialties were trained in the basics of programming and elements of mathematical modeling on a computer.

It should be noted that long before the *stage of electronization*, in the mid-1920s, the first attempts to create training machines were undertaken in the United States by the psychologist S. L. Pressey who was an apologist for a student-centered approach (Rozina 2005: 9). However, the implementation of his ideas began much later after the work *The Science of Learning and the Art of Teaching* (1958) of the psychologist, B. F. Skinner, was published in the USA. The first programs in the framework of computer-assisted learning were formed on Skinner's behavioral model where the main principle of formation computer programs was drill and practice. The computer only partially served as a teacher and merely was perceived as a device that provides only educational

material to students. The established model of training computer exercises acted according to the principle: presentation - training - control.

Even if the behavioral approach of the use of computers in teaching has lost its popularity in the late 1980s (see below), the principles derived by Skinner for learning machines are still guided in programmed learning and distance learning (Krivosheev / Kuznecov 1998: 74-84); (Karlashuk 2001: 9).

The (2) *stage of computerization* from the mid of the 1970s to the end of the 1990s is associated with the emergence of more powerful computers with the possibility of interactive human-computer interaction. This led to the use of the latter as a powerful tool for learning in the form of *automated learning systems, knowledge control, and management of the learning process*.

As Rozina (2005: 10) notes, it was precisely from 1970 to 1980 that computers began to be used with the application of programmed instruction method, such as computer-based teaching (CBT), computer-assisted learning (CAL), and computer-based learning (CBL), as well as programmed instruction developed by the American psychologist N. Crowder (see also Bespalko 2002: 251). Like Skinner's approach mentioned above Crowder's approach relates to behaviorism, when students work with pre-prepared training materials and act by choosing the answers from provided questions and route databases (Rozina 2005: 10).

However, in the late 1980s the behavioral approach of the use of computers in teaching has lost its popularity for many reasons: Firstly, this approach to the study of language was refuted on a theoretical and practical level. Secondly, the emergence of personal computers has opened a number of new opportunities at this time. This was the beginning of a new communicative period based on the communicative theory that was popular in teaching in the 1980s. Supporters of the new method believed that the behavioral concepts drill and practice did not allow communication in the target

language and set the following basic principles of a communicative approach to the use of computer technology (Titova 2009: 7-8):

- emphasis on the use of language forms in speech;
- implicit grammar teaching;
- emphasis on the creation by students of their own sentences and texts, and not on the use of ready-made;
- lack of a traditional assessment system (right-wrong), the possibility of multiple response options;
- maximum use of the target language in the teaching process;
- interaction: student-computer, student-student.

In this connection, the development of test psychology, and, as a result, testing programs made it possible to find more effective mechanisms for monitoring and evaluating knowledge, as well as managing the educational process in whole. To sum up, the main difference between the new approach and the programmed training of Crowder as well as Skinner's approach mentioned above is in providing tasks that are large in complexity. With the right choice of solution, the learner proceeds to a task of a higher level; and in case of an error, its reason is indicated, as well as hints and a task to repeat the material are given. Thus, in modern terms, this approach can be determined as an individual-oriented testing, adaptive learning, and teaching dialogue.

The (3) *stage of informatization* from the beginning of the 1990s up to date is characterized by the use of powerful personal computers and information technologies, the rapid development of the internet, which has resulted in the network of elite communication tools and has become publicly available. At the same time, the process of informatization of the society as a whole and of the educational sphere in particular has changed immensely. It was at this stage, shortly after the birth of the internet, that the scientific community began to master information and communication technologies in terms of their educational and scientific potential, as well as show interest in the

problems of human interaction through computer telecommunications, in computer networks and the internet as a global computer network (Filatova 2009: 22).

Nowadays, in the era of general informatization, the introduction of computer technology and the internet affect the education system in an important way. The role of *information and communication technologies* in learning, particularly in learning a foreign language, is becoming increasingly important. There are many factors that determine the orientation of the modern education system to construct an educational process based on *ICT*. One of them is the rapidly growing number of internet users worldwide. The popularity of the internet and of computer technologies has created serious prerequisites for the successful integration of *ICT* into the educational process, since it is impossible to ignore the fact of the deeper introduction of technology into the daily life of both today's students and professionals.

With the above-mentioned popularity of the internet and of computer technologies, the traditional textbook, which has been the main teaching tool for decades, gives way to electronic and other informational and educational resources. Another leading motivational factor of the transition from a traditional textbook to electronic resources is the 'aging' of traditional textbooks. Considering the rapid updating of knowledge, study material on paper cannot compete with their electronic counterparts due to the complexity and duration of the process of its creation. Another disadvantage of the traditional textbook is the lack of personalization of the process of learning and feedback between teacher and student. A generation of modern students, who are used to active interpersonal communication with other users in chats and social networks, where constant feedback is provided, and where everyone is not only a 'consumer', but also a 'creator', aims at a different educational process.

To sum up, the introduction of *ICT* can contribute to the achievement of the main goal of modernizing education: improving the quality of education, increasing accessibility of education, ensuring harmonious development of an individual oriented

in the information space who is attached to the information and communication capabilities of modern technologies and possessing an information culture.

Regarding the use of ICT in foreign language – particularly: English – classes following five main areas should be considered according to Voitko (2007: 1):

- (1) Use of ready-made multimedia products and computer-based training systems;
- (2) creating own multimedia and educational programs;
- (3) creating own multimedia presentations;
- (4) use of internet resources;
- (5) use of ICT in extracurricular activities.

(1) *Use of ready-made multimedia products and computer-based training systems:* The number of computer programs created for learning English has already exceeded the number of ‘ordinary’ school textbooks. All of them are based on the use of prepared multimedia training courses offering exercises to consolidate the studied phonetic, lexical and grammatical materials. The material of these training ‘manuals’ is presented in the form of interactive exercises and often consists of theoretical and practical sections on various aspects. This part of the program can be used as an additional lesson work. The program may also provide feedback on the performance of certain operations by the user: the students’ progress is noted, and, if necessary, prompting messages are issued. Computer tutorials are recommended for use at all stages of training in the formation and improvement of phonetic, lexical and grammatical skills (Voitko 2007: 1).

(2) *Creating own multimedia and educational programs:* Computers have the ability to store and use a large amount of information that can be used in educational activities: various texts and exercises, as well as audios and multimedia. In the process of using these, information can be changed, supplemented, and transformed into a new form; outdated materials can be replaced with new ones; and texts or exercises can be

presented in various ways. Thus, the possibilities of presenting educational information are greatly expanded when using a computer. However, to realize all these advantages of using ICT, it is necessary to compose and create individual computer-based training programs. Any program can be set for a specific scenario, invented by a teacher or compiled in accordance with a teaching manual. Above all, the components of computer-based educational programs should be adequate for the purposes of the specific teaching. With this in mind it is necessary to identify following main components in creating computer programs (Voitko 2007: 2):

- a section of textual informations for presenting and editing educational thematic texts, which teachers can modify and supplement at their discretion;
- a section of tasks and exercises aimed at reinforcing the studied materials, lexical units and grammatical structures;
- a reference section that includes both help with the program, and various dictionaries and grammar references;
- a test section for testing and automatic processing of the results; as well as
- a section of statistical informations that display the students' work dynamics, texts read by them, their task performances, and the level of certain knowledge expressed in terms of numerical indicators.

With implementing these components in computer programs, teachers can create a program for themselves and for their students, a program in which it is convenient for them both to work, which helps to achieve the goals set by the teachers and to achieve high results in teaching and learning English.

(3) *Creating own multimedia presentations*: The use of multimedia presentations in the classroom is an effective way for the implementation of visual support for learning a foreign language. The general advantages of multimedia presentations can be listed as follows (Dudeney 2007: 192):

- combining text with visual aids;

- using interactive and multimedia boards for presentation, which allows more clearly semantize new phonetic, lexical, and grammatical material;
- using separate slides as handouts, such as tables, charts, graphs or diagrams;
- increasing students' attention;
- ensuring the efficiency of perception and memorization of new educational material;
- monitoring the assimilation of new knowledge and systematization of studied material;
- saving teaching time; and
- forming a computer multimedia competence of students.

By this means multimedia presentations allow to show the educational material from the most vivid and important side. Thus, they can increase the students' interest in the issue and their motivation to learn the foreign language. Besides, the use of various resources and the combination of various elements allow the students to obtain more complete and deeper knowledge and to form their own visual or auditory images, which can contribute to a better absorption of the educational material. Creating tables and including text, as well as audio and video information is just a small list of what can be included in a presentation. Furthermore, the animation of objects permits to visually highlight the most significant components, which allows students to further focus on them. If there is an electronic whiteboard in the class, the teacher can call students to it to independently perform various tasks. Thus, multimedia presentations on the one hand can save a lot of time, which in the ordinary course lesson spent on unnecessary rewriting assignments. On the other hand, the use of multimedia presentations in the educational process can simplify the use of various types of language and speech exercises, i.e. imitative, substitutional, transformational and reproductive exercises (Passov 1989: 102).

The use of presentations is possible at any stage of the lesson: When studying new lexical units, it is advisable to use pictures and photos that allow a non-translational method of representing vocabulary. When studying grammar, it is possible to animate the most difficult or important information; for example, in the study of issues to organize the mutual movement of the subject and predicate. And in order to consolidate

the studied material, it is possible to submit pre-created exercises; for example, with gaps.

(4) *Use of internet resources*: In the didactic plan, the internet includes two main components: *internet communication* and *information resource*. The most common forms of synchronous and asynchronous *internet communication* are email, chat, forum, ICQ, video and web conferencing. These forms of internet communication can have a positive effect on the formation of foreign language communicative competences and are nowadays widely used in foreign language teaching. Besides, the internet is an invaluable base for creating an informational and objective environment, educating people, and satisfying their personal and professional interests and needs. Hence, the internet as an *information resource* is nowadays also implemented in foreign language education.

A popular example of an internet resource is *Moodle*. According to the explanation of the creators of the system, “*Moodle* is a software product that allows creating courses and web sites based on the internet” (Loginova 2011: 358). From the very beginning, *Moodle* was conceived as an open source software product, accessible to everyone, free and easy to install, and open to the maximum number of users. In this spirit, anyone can develop and contribute to the *Moodle* learning environment and exchange information about how to use *Moodle* system through forums and communities. Due to the variety of functions and capabilities of this system, it is quite a popular virtual learning space, which is used in the largest universities in the world. Courses in various disciplines, including foreign language courses, are hosted on university servers (Donetskaya 2009: 9).

The main advantage of *Moodle* is that all data that is used to create a course is stored on the university server, which makes it easy to move, load, edit and delete, and any changes automatically become visible to course participants (Loginova 2011: 360). Using *Moodle* makes it possible to solve the problem of integrating diverse forms of learning activities into a single space where the teacher can monitor the students’

performance of various activities, evaluate their work, and most importantly, an individual student or a whole group and the teacher can work together. The system supports the exchange of any format files, both between the teacher and the students, and between the students themselves. An integrated mailing service allows to promptly informing all participants of the course or individual groups about current events. Besides, a forum makes it possible to organize an educational discussion of problems, carried out both in groups and with all participants of the course. Files of any format can be attached to forum messages. In addition, the system is equipped with a message evaluation function, both for the teacher and the students. An integrated chat allows organizing a training discussion of problems in real time. In this context, ‘messaging’ and ‘comment’ services are intended for individual communication between the teacher and a student, which may involve reviewing work and discussing individual learning problems. All in all, the use of Moodle helps to increase the time and intensity of communication in the process of learning a foreign language.

Besides Moodle, there are a lot of other internet resources. The most significant forms of educational internet resources for teaching a foreign language can be summarized as follows (Titova / Filatova 2010: 16):

(a) *Hotlist* is a simple and effective way to integrate internet resources into the learning process. It contains additional educational material, significantly reduces the time to search for information for students, and saves the teacher from photocopying materials. Besides, *Hotlist* can be constantly updated and supplemented at any time. It is the basis for creating and executing more complex web projects. Templates can be found on the net. All in all, *Hotlist* allows developing the following skills in students:

- searching for information;
- allocating to keywords;
- identifying the topic or problem;
- separating the main information from the minor;
- capturing the necessary information from the reading; and

- providing a detailed or brief summary of the understanding of the text.

(b) *Multimedia Scrapbook (MS Multimedia Album)* is a gathering of multimedia resources: in addition to links to text-based websites, there are photographs, audio files and video clips, graphic information, and animated virtual tours. This resource can be used when students have a general understanding of a topic. The teacher selects various resources on a specific subject on the internet and classifies them into various categories; e.g. photos, maps, textual information, audio and video materials, virtual tours, etc. The students, in turn, use the material to develop specific aspects of the proposed topic. The advantages of *Multimedia Scrapbook (MS Multimedia Album)* involve:

- expanding the ways of performing individual tasks;
- developing critical and logical thinking; and
- orienting students to independent work.

(c) *Treasure Hunt (TH, Hunt for Wealth)* allows students to get basic information on a topic: in addition to links to various websites on the topic being studied, it contains questions on the content of each site. Through these questions, the teacher can guide students' scientific and educational activities. At the final stage of work on *Treasure Hunt*, the teacher asks the final question, in response to which students synthesize their knowledge, due to which they form a deeper understanding of the problem, discuss a problem in the group and make independent conclusions.

(d) *Subject Sampler* is another type of educational internet resource. The meaning of the use of this type of online learning resource is to encourage students to answer the presented questions on studied topics. If *Treasure Hunt* is aimed at the study of factual material, then *Subject Sampler* is debatable and aimed specifically at communication. The activity is similar to *Treasure Hunt*, except that students answer questions subjectively. In this way, students try to interpret information, develop a perspective and evaluate their findings on their own.

(e) *WebQuest (WQ, Internet Project)* is one of the most complex types of web-based tasks. This is a scenario of organizing project activities of students on any topic using the internet. It includes all the components of the four above-mentioned resources and involves the participation of all students in the group. First of all, students become familiar with general information on the topic, then they are divided into groups and each group receives a certain aspect of the topic and works on it using educational internet resources. In this way, *WebQuest* aims to develop analytical skills and creative thinking of students. A teacher who creates a *WebQuest* must have a high level of substantive, methodical and infocommunication competence. The subject of *WebQuest* can be the most diverse and problem tasks can differ in the degree of complexity. The results of a *WebQuest* can be in the form of an oral presentation, a computer presentation, an essay, a web page, etc. In the process of presenting the results of their work on certain specific aspects, students get from each other a complete picture of the problem or topic under discussion.

To sum up, such types of educational internet resources allows the transition from simple to complex and contributes to the activation of all types of speech activity and resources of cognitive, mental and creative activities of students. In general, the methodological possibilities of the above-described internet resources in the educational process can be following (Galskova 2001: 141; Zagvyazinski / Atahanov 2005: 208; Passov 1989: 208):

- selecting a drawing, snapshot, text, audio and video material on a required theme;
- arranging group or entire class discussion of social cultural issues;
- conducting a linguistic analysis of the spoken and written speech of native speakers, which involves representatives of various social groups, native dialects and accents;
- establishing extracurricular project performances of students; and
- creating circumstances with a high level of foreign language communicative competence for students so as to fulfill their intellectual proficiency.

In this context, *Hotlist* and *Multimedia Scrapbook* for example are mainly aimed at searching for information, its analysis and ranking. The latest types of educational internet resources such as *Treasure Hunt*, *Subject Sampler* and *WebQuest* already contain elements of problem-based learning. However, all of them are aimed at enhancing cognitive activity of students, as well as carry out independent search and analysis of information.

Through properly usage of these internet resources teachers can more effectively solve a number of didactic tasks in class, such as (Sysoev 2010: 182, 2012: 123):

- developing reading skills and abilities directly using materials from the network of varying degrees of complexity;
- improving listening skills based on authentic internet sound texts;
- improving the skills of monologue and dialogical utterance based on the problematic discussion of the materials of the network;
- replenishing vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people and the social and political structure of society;
- getting acquainted with cultural knowledge, which includes speech etiquette, especially the speech behavior of various peoples in terms of communication, culture, traditions of the learning language.

All in all, the benefits of introducing internet resources into the process of learning a foreign language are currently beyond doubt. However, access to internet resources itself is not a guarantee of fast and high-quality foreign language education. Methodically improper constructed work of students with internet resources may contribute to the formation of not only false stereotypes and generalizations about the country's culture of the language being studied, but even racism and xenophobia. To avoid such misleads and ensure an effective foreign language teaching, internet resources should be focused on the complex formation and development of:

- foreign language communicative competence, including its linguistic, sociolinguistic, sociocultural, strategic, discursive, educational and cognitive components;
- communicative-cognitive abilities of search and selection, analysis and synthesis of the obtained information;
- communicative skills of presentation and discussion of the results of work with internet resources;
- the ability to use the resources of the internet for self-education in order to familiarize with the cultural and historical heritage of various countries and peoples, as well as to act as a representative of the own culture, country, city;
- the ability to use network resources to meet informational and educational interests and needs (Furmanov 2003: 217-223).

(5) *Use of ICT in extracurricular activities*: Today, *ICT* is not only used in lessons, but also increasingly in the extracurricular work of students. This can involve for example the preparation and design of various projects, essays, reports, games, and the creation of a school newspaper in the foreign language. In the course of work on educational projects, students turn to various information resources, such as electronic encyclopedias, multimedia programs and web search engines. For editing, processing and presenting obtained results, they work with text and graphic editors, and often perform reports using presentations, photo slides or video clips. Participation in such projects is very important for students as they acquire the necessary skills for organizing independent work and research.

When using the above-described areas of *ICT* in foreign language teaching, the following principles of the use of *ICT* in educational processes have to be adhered to (Chekhonina 2013: 2):

1. *Principle of Conditionality*: The scale and specific directions of the use of computer technologies should be closely related to the content of the training course, the objectives of the training, the stage of the educational process, the age characteristics of the users and the methods of training.

2. *Principle of Necessity*: Computer technologies are used only in cases where they make a real contribution to improving the efficiency of the educational process, namely increase the rate of absorption of the material, enhance the speech activity, facilitate the work of teachers and students, and achieve the learning goal in the most rational way.
3. *Principle of Informativeness*: The use of computer technologies as a means of reference and information support of the educational process should create conditions for the students to receive the maximum amount of structured information in the shortest time.
4. *Principle of Reliability*: The use in practice of a specific computer technology is possible only after conducting an experimental verification of its working capacity and utility. In addition, computer-assisted learning should be preceded by a stage of organizational training for the teachers and trainees.

With these principles in mind, the use of *ICT* in the educational process can have many advantages. The most important benefit is that it contributes to the implementation of a student-centered approach to learning and provides individualization and differentiation, taking into account the characteristics of the students. Studying with the help of *ICT* makes it possible to organize independent work of each student. The selection of training programs depends on the educational goals and the level of the students. Working with *ICT* helps to increase motivation and interest in learning. In addition, *ICT* allows to completely eliminating one of the most important reasons for negative attitudes towards learning: failure due to lack of understanding of the material. Working with *ICT*, students get the opportunity to complete the solution of the problem, relying on the necessary assistance (Donetskaya 2009: 12). By this means, the use of *ICT* in the educational process allows activating students' cognitive activity in the class and in extracurricular time and to maintain a steady interest in the subject and provide support in modeling and visualization of complex processes and phenomena. The introduction of *ICT* allows students to engage in research activities or search for the necessary information on the internet to fill gaps in knowledge. Thus, *ICT* contributes to the development of creative abilities and the

formation of a common and information culture among students (Yatsenko 2014: 2). In this context, an increasing number of teachers and methodologists come to the conclusion that as a result of the knowledge gained about information technologies and the acquired skills of working with them, students will be better prepared for the modern conditions of the world. Obtaining education not for life, but throughout life, improving through self-education, people can become successful and achieve material well-being in a changing world. To form this ICT competence of students' is the task of modern education. The inclusion of ICT technologies in the educational process allows optimizing and diversifying it, involving students in it as subjects of the educational process, as well as developing creativity, independence and critical thinking in students.

In general, the advantages of using of ICT in the educational process can be noted as follows (Podlesnaya 2013: 2; Yatsenko 2014: 2):

- ability to implement a differentiated approach to students of different levels of readiness for learning;
- use of visual, audiovisual and video accompaniment in the lesson;
- a variety forms of presentation educational material;
- maintaining a high rate of lesson, occupation and interactivity;
- modeling of processes that cannot be demonstrated in a school laboratory;
- organization of self-control at a convenient time;
- organization of independent search and research activities;
- using a large database of objects for the preparation of speeches;
- the possibility of a virtual tour;
- operational acquisition of encyclopedic information;
- implementation of operational and objective control of students;
- attainment of high-quality learning material by students;
- ensuring effective feedback between the teacher and students;
- rational use of lesson time;
- objectivity and rapid assessment in computer testing; and
- mathematical processing of results.

All in all, the use of *ICT* can nowadays be seen as an integral part of the educational process, contributes to the modernization of higher education, and allows carrying out an activity approach to learning and successfully forming the communicative and information competencies of students.

1.3 Didactic-Methodological Integration of *ICT* in Foreign Language Teaching

As shown in chapter 1.2, the use of *information and communication technologies* in the educational process can have positive effects on individualization and differentiation, creative activity, visuality, transition to self-education, and wider use of research and search methods. This might explain the wide use of *ICT* in education nowadays, but requires also a careful analysis and understanding of these technologies, their potential and especially the ways of applying them in the educational process. If the educational process is seen as a didactic system with elements, such as goals, content, forms and methods, *ICT* can act as an important part of this system. With this in mind, the didactic integration of *ICT* as “an ordered set of actions for the use of computer and telecommunication means (search, delivery, transmission, storage, processing and display of information) aimed at formation and using knowledge and skills” (Yakushina 2010: 11) in the educational process in general and in the foreign language teaching in particular has to be considered in detail.

The integration of *ICT* in the process of teaching foreign languages should have following main didactic tasks (Vyzova 2012: 83):

- formation and improvement of language skills and the skills of reading, writing, speaking and listening;
- expansion of active and passive vocabulary;
- acquisition of cultural knowledge; and
- formation of group work skills.

In this context, following didactic-methodological functions should be involved, when integrating ICT in the process of foreign language teaching (Kupriyanova 2001: 32-36):

- *Information:* Information frames, i.e. basic information for the presentation of a new study material, and/or information support frames, i.e. hints and explanations during exercises, should be included. Nevertheless it has to be noted, that the possibilities of such a reference mode are limited by the framework of educational material, i.e. texts and exercises incorporated in the training programs.
- *Training:* The purpose should be building strong skills with following advantages over traditional training: an unlimited amount of time, complete impartiality, objectivity and unlimited patience.
- *Control:* Current and final control of the results of educational activities should be involved. The advantages of this kind of testing can include the implementation of differentiated and individual approaches in the conditions of the frontal control, objectivity of control, as well as reduction of time spent on monitoring and processing the results.
- *Communication:* The opportunity to communicate in foreign chats with native speakers should be provided.

To achieve the above-mentioned didactic tasks, *ICT* provides different didactic features, which Robert (2008: 9) distinguishes as follows:

- immediate feedback between the user and *ICT* tools, determining the implementation of the interactive dialogue;
- visualization of educational information about the studying object; e.g. visual representation on the screen of the object and its constituent parts or their models, the process or its model, and graphical interpretation of the studied patterns;

- modeling and interpretation of information about the studied or investigated objects, their relationships, processes, and phenomena both real and virtual;
- archiving and storing large amounts of information with the possibility of easy access to it, its transmission, and its replication;
- automation of computational processes, information retrieval system activities, as well as processing the results of a learning experiment with the possibility of multiple repetitions of a fragment or the experiment itself; and
- automation the processes of information and methodological support, as well as organizational management of educational activities and monitoring the results of learning.

According to Titova (2004: 49), in turn, the didactic features of *ICT* are based on the two most important didactic-methodological functions, information and communication, and are manifested at all stages of the educational process from the presentation of educational information to its consolidation and control. In this view, Titova (2004: 50) outlines the didactic features of *ICT* in foreign language teaching according to the ways of (1) presenting information, (2) working with information, (3) organizing the educational process, and (4) controlling and consolidating the material:

(1) *Ways of presenting information:*

- multimedia:
 - textual representation of information;
 - visual representation of information (color, graphics, image, animation, video);
 - sound representation of information (transfer of sound files);
 - integrated representation of information (text, sound, graphics, video);
 - interactivity; and
 - non-linear text (hyperlinks).

(2) *Ways of working with information:*

- search for information;
- receiving and transmitting information;

- storage of information;
- classification and structuring of information; and
- editing information.

(3) *Ways of organizing the educational process:*

- possibility of organizing electronic conferences, including real time audio conferencing and video conferencing;
- possibility of dialogue with any partner in real time and asynchronous;
- ability to access various sources of information, including remote and distributed databases, numerous conferences around the world via the internet, and work with this information;
- possibility of rapid transmission at any distance, any amount and any kind of information (visual and audial, static and dynamic, textual and graphical);
- ability to create web courses, publish online individual tasks and exercises for students.

(4) *Ways of controlling and consolidating the material:*

- more efficient memorization of information due to visualization through multimedia;
- ability to control the activities of students synchronously and asynchronously through video and audio conferences, using e-mail and other web services (*IRC, ICQ, IM*, etc.); social services (*weblogs, podcasts, social bookmarks*); and
- possibility of automated testing and evaluation of test tasks of students.

In the context of the didactic integration of ICT in foreign language teaching the following organizational forms of work finally have to be distinguished and considered (Rychkova 2016: 47-48):

1. *ICT* as an additional technical tool in the classroom;
2. *ICT* for autonomous work in an individual mode;

3. *ICT* for collective creative work;
4. *ICT* for communication (e.g. e-mail); and
5. *ICT* for distance learning.



2. PRACTICAL ISSUES OF THE USE OF *ICT* IN ENGLISH LANGUAGE TEACHING

2.1 *Web 2.0 Social Services* in Foreign Language Teaching

One of the most dynamically developing areas of information society today are the so-called Web 2.0 social services with all their possibilities, even in the context of foreign language teaching. Web 2.0 social services are services for creating virtual personalities with the possibility of communication between them; and with priority use of the results of the activities of the users. Thus, Web 2.0 social services can be described as virtual platforms that connect people to network communities or social networks. As the name indicates, Web 2.0 social services are designed based on Web 2.0 (Leontyev 2008: 149).

The term Web 2.0 is traditionally traced back to the American author T. O'Reilly, who published in 2005 an article entitled What Is Web 2.0?. According to his definition, Web 2.0 (also: Web 2.0 technology, second-generation internet or social software) is

- a platform of sites and social services that allows any user to receive, create and co-author information;
- a synchronous and asynchronous communication in the network;
- the creation of a personal zone in the network; as well as
- the creation of online communities of interest (O'Reilly 2005: 1-5).

Web 2.0 is an upgraded version of Web 1.0. Its distinguishing feature is that it is not only a resource for gathering information that may interest the web user, but a space where absolutely everyone can be active by adding their own content, e.g. in the form of a photo or video upload, posting, etc. As Patarakin / Yarmahov (2008: 416) furthermore note, the “network has ceased to be a means of information transfer and a transport channel for the delivery of knowledge. It has become a place where [users] are constantly present, where they perform actions with the help of social services that help

them think and act together”. By this means, the web transformed from a platform for transmitting and searching information into an environment where information is constantly being created and transformed thanks to the activity of users. In this sense, the main differences between Web 1.0 and Web 2.0 can be summarized as follows (Solomon, Schrum, 2007: 22):

Table 2.1: Differences of Web 1.0 and Web 2.0

	Web 1.0	Web 2.0
Functions of Participants in the Information Process	a clear delineation of the functions and capabilities of users and developers of sites	users can not only get acquainted with the proposed material on the site, but also add their own content
Software Architecture	collection of software with closed source code for use on a personal computer	software is created for use on the internet and it is an open source program product
Purpose and Use of Applications	any application is a complete and original program, offering the user to perform only certain operations without the possibility of making adjustments	focused on constant revision and improvement of the functions
The Interface of User	designed to provide visitors with maximum	users can take part in working with information

	convenience while using specific software	flows along with developers
Design Features	the structure and design of web pages are interrelated; the information displayed on the site is not intended to be intervened by the user	site management is a decentralized process; each user can control and change the interface settings for themselves
Opportunities for Development and Improvement	depends on software vendors and their speed of response to the ever-changing needs of the information market	development and improvement take place continuously

Regarding foreign language teaching *Web 2.0* is a relatively new approach to the construction of the educational process. Nevertheless, foreign language teaching can benefit from implementing *Web 2.0*, because of its following advantages: The use of *Web 2.0* in foreign language teaching provides the ability to attract all students to participate in the educational process, not only as consumers of educational content, but also as its active creators. In this regard, Shchurov (2005: para. 12) notes that “if before the main activity of the students was consumption of knowledge (gleaned from books received from the teacher), now the focus is shifted more to management of knowledge: search, edit and create content”. Related with this, in conditions of an information excess, it can be an effective way for students to build around them a kind of ‘social network’ that would at the right time provide access to the necessary resources, including not only data, but also contacts with other people. In this way, *Web 2.0* ensures that in the center of the educational process are the students who are becoming more autonomous in terms of management of the educational process and more active

in the creation of educational information and interaction with other participants in the learning process.

Besides these advantages, Patarakin / Yarmahov (2007: 245-258) underline the following facilities of using the *Web 2.0* in education in general:

- *Web 2.0* offers fundamentally new opportunities for activities that easily include people who do not have special knowledge in the field of information technology;
- as a result of the proliferation of *Web 2.0*, a large number of materials are available on the web, which can be used for educational purposes;
- *Web 2.0* simplifies the process of creating materials and publishing them online, as teachers and students not only have general access to digital collections of texts, photos, drawings and music files, but also can take part in shaping their own network content;
- *Web 2.0* allows to organize a personal space of teachers and students; and
- *Web 2.0* expands opportunities for teachers and students to participate in professional networking communities.

Another aspect for using *Web 2.0* in education is that the process of informatization of the educational process is gradually reaching a new level, one of the key areas of which involves the use of mobile devices and technologies for teaching and learning subjects, including foreign languages. Living in the modern information space, it is impossible not to take into account that mobile devices such as mobile phones and tablet computers provide a perspective platform for the development of a new direction in teaching and learning foreign languages. Accordingly, the use of mobile devices for educational purposes has led to the formation of a new direction in the concept of e-learning known as *mobile learning*.

Mobile learning [and teaching] is an activity that is carried out regularly through compact, portable mobile devices, the technologies of which allow learners [and teachers] become more productive by communicating, receiving, creating and transforming information (Traxler 2009: 12-14). The uniqueness of mobile learning

[and teaching] compared to traditional methods and modern methods, such as e-learning and blended learning, is that students [and teachers] are not tied to specific time and place, but always have access to the learning material, at any convenient time and everywhere. Related with this, mobile devices are also becoming an indispensable learning tool with regard to distance learning [and teaching]. Accordingly, educational institutions all around the world have realized the benefits of mobile devices and technologies and integrated them into their educational process.

In the context of mobile devices, it is necessary to note the existence of special *mobile applications* for learning foreign languages. Popular mobile applications are *LinguaLeo*, *LanguageCoach*, *Mirai*, *Duolingo*, and many others which are mainly aimed at expanding the vocabulary of students. For instance, *LinguaLeo* users get access to a library of video, audio and text materials; interactive thematic courses; a set of training (listening, crossword, translation of words); thematic glossaries; as well as a development journal, where the real and possible progress in language learning is displayed. Besides, some mobile applications are designed not only to work with the vocabulary, but also on the development of writing. An example of such application is *Duolingo*, in which students not only learn words, but also are offered numerous writing lessons and dictations. Nevertheless, these *mobile applications* mainly focus on learning in general and individual learning in particular, whereas various *Web 2.0 social services* allow learning and teaching at the same time, as well as group interaction.

Accordingly, Web 2.0 social services in the context of foreign language teaching are described as “modern tools, [or a] network software that supports group interaction” (Patarakin 2007: 10). Currently, there are a large number of Web 2.0 social services that are suitable for the realization of educational purposes, which is why their classification is not as easy. It is also worth noting that almost every day new services are created; therefore, any classification can only be relative. Nevertheless, a number of authors such as Patarakin (2007, 2009), Krechetnikov (2010), and Raitskaya (2011) pay attention to the classification of Web 2.0 social services. Patarakin (2009: 76), for example, presents an adequate classification, in which as a basis for dividing the types of Web 2.0 social services, the function of their use is selected:

- *Joint search for information*: social search engines; for example, *Swicki* (<http://www.swicki.com>), *Google* (<http://www.google.com>), and *Rollyo* (<http://www.rollyo.com>);
- *Joint storage of bookmarks*: services that allow users to save their bookmarks and/or links to selected web pages; for example, *Delishes* (<http://delicious.com>), and *BobrDobr* (<http://www.bobrdobr.ru>);
- *Joint storage of multimedia materials*: These services are divided into:
 - photographs, diagrams, drawings; for example, *Flickr* (<http://flickr.com>), and *Picasa* (<http://picasa.google.com>);
 - videos; for example, *YouTube* (<http://www.youtube.com>), *Rutube* (<http://rutube.ru>), *Social Saga* (<https://www.saga.co.uk/social-media-details>), and *video blogs*;
 - audio recordings, podcasts, i.e. social services that allow to create and distribute audio and video transmissions on the World Wide Web; for example, *Podomatic* (www.podomatic.com), and internet radios;
- *Creation and edition of documents*: services that allow co-create and edit a variety of documents, which makes it possible to work on the same project (even international) in the virtual space. They are subdivided into:
 - presentations; for example, *Scratch* (<http://scratch.mit.edu>), *SlideShare* (<http://slideshare.net>), *Alice* (<http://www.alice.org>), and *Google Docs* (<http://docs.google.com>);
 - text documents; for example, *Scribd* (<http://www.scribd.com>), and *Google Docs* (<http://docs.google.com>);
 - blogs, i.e. websites that allow persons to record their thoughts, images or multimedia files, which are presented in reverse chronological order. A blog is a mean of network communication, implies publicity and openness in discussions between the blog's author and readers; for example, *LiveJournal* (<http://www.livejournal.com>), and *Blogger* (<http://www.blogger.com>);
 - wikis, i.e. websites, the structure and contents of which users can modify using the tools provided by the websites themselves; for example, *Wikipedia*

(<http://ru.wikipedia.org>), *MediaWiki* (<http://www.mediawiki.org>), and *Dokuwiki* (<http://www.dokuwiki.ru>);

- *Creating and editing maps*: These services are divided into:
 - geographic services, i.e. websites that allow to study the surface of the Earth and/or to place information on geographical maps; for example, *Google Earth* (<http://earth.google.com>), *Panoramio* (<http://panoramio.com>), *Sketchup* (<http://sketchup.google.com>), and *Wikimapia* (<https://wikimapia.org/>);
 - mind maps, i.e. diagrams or schemes, which visually represent various ideas, tasks, theses, connected with each other and united by some common idea. A mind map allows to cover the whole situation as well as to hold simultaneously a large amount of information in mind in order to find connections between individual sections, missing elements, memorizing information and be able to reproduce it even after a long period of time; for example *FreeMind* (<http://freemind.sourceforge.net>), *MindMeister* (<http://www.mindmeister.com>), *Bubbl.us* (<http://bubbl.us>), and *Mindomo* (<http://www.mindomo.com>);
- *Messaging and posting information about oneself*: social networks that allow users to post information about themselves, communicate, exchange messages, form groups, etc.; for example, *Facebook* (<http://www.facebook.com>), *Classmates* (<http://odnoklassniki.ru>), and *Vkontakte* (<http://vkontakte.ru>); and
- *Clouds of services*: multifunctional portals that combine the functions of several social services; for example, *Google social services* (<https://www.hhs.gov/programs/social-services/index.html>).

In the context of the educational process, the above-presented various forms of Web 2.0 social services have following advantages in common (Leontev 2008: 149):

- *interactivity and continuity*: a high level of interaction between the teacher and the students is possible; in the presence of a virtual connection with each other, the continuity of the educational process can be ensured; besides, the possibility of exchanging experience and interaction in the conditions of

geographic and temporal disunity of the participants in the educational process is given;

- *informality*: in addition to the official interaction of the teacher and the students, in parallel, there is also an informal interaction, which allows the teacher to get to know each student better, i.e. his/her interests, features of character and worldview, which is very important for the organization of the person-oriented educational process;
- *openness*: the wide distribution of social services in the network renders a huge amount of open materials that can be used for educational purposes; various social services simplify the process of publishing materials on the network; high level of multimedia and visualization is possible; and centralized storage of materials allows to build the variability of educational trajectories;
- *flexibility*: the use of social services contributes to the integration of methodological and reflexive procedures, e.g. explanations, understanding, designing, or reflection; individual and group forms of work are connected, which contributes to a greater degree of understanding and assimilation of the material; and opportunities for collective assessment of processes and results are given, monitoring the development of each participant and assessing the contribution of each participant to collective creativity;
- *modifiability*: the possibility of independent or joint creation of online educational content, e.g. glossaries, encyclopedias, projects, or multimedia libraries, is given; independent cognitive and creative activity is stimulated; and the production cycle of obtaining a specific result can be reduced;
- *group focus*: engaging students in group forms of learning, the possibility of using social networks by teachers as an environment for developing important social skills is given;
- *innovation*: implementing both traditional and innovative educational technologies is possible, which can expand the limits of applicability of existing forms and methods of education; besides, wide dissemination of best teaching practice can be ensured through networks;

- *meta-subject matter*: social services can contribute to the integration of academic disciplines, and generate universal meta-knowledge;
- *tolerance*: the possibility of coexistence of conflicting viewpoints, different cultures, religions or mentalities is given in the network; respect for others' point of views is fostered; and the ability to distinguish 'rational essence' in various approaches can be promoted;
- *development of critical thinking*: the skills of a comprehensive assessment and comparison of received information can be improved; besides, the immersion of students in an environment where critical discussion is mandatory can be provided.

However, alongside these benefits, following difficulties and problems of using Web 2.0 social services in the educational process also have to be noted (Leontev 2008: 149):

- technical problems: a lack of free internet access in a number of educational institutions is present; or available internet is limited in resources and speed;
- competence problems: an incompetence of a number of teachers in the use of social networks in the pedagogical process can be detected: "teachers are often lagging behind their students in the ability to use a computer; at the same time the teacher, unfortunately, often has no desire or incentive to be IT-competent" (Wikipedia: <http://ru.wikipedia.org/wiki>);
- motivational problems: the majority of teachers – even those who are specially trained in the use of information technology in education – do not use social services in their work; besides, there is no understanding of pedagogical expediency;
- substantive problems: insufficient orientation of the information content on educational needs is placed on websites;
- methodological problems: there are practically no clear, proven practical methods that guarantee the effective use of new network technologies in the teacher's workplace;

- organizational problems: the number of network communities uniting representatives of the pedagogical community is not yet large enough; besides, access to social services within many educational institutions is prohibited because of the misconception that they consume significant resources and distract from the educational process;
- problems of development: an inconsistency of the development of technical, and pedagogical tools can be detected; besides, there is a lack of rapid response of pedagogical methods to the development of information technology.

Despite these problems, it cannot be denied that foreign language teaching is an academic issue that requires a wide use of various methods and techniques, ideally including the use of Web 2.0 with its wide diversity of sites and social services, to make the learning process fascinating and effective, and to develop students' motivation for further study (Pantileeva 2015: 2). Among the various sites and social services of Web 2.0, the main and most relevant in foreign language teaching are the following (Smolina 2017: 15):

- (1) *thematic sites*;
- (2) *blogs*;
- (3) *wikis*; and
- (4) *social networks*.

(1) *Thematic sites* are used for interactive and independent work of students with educational material in the learning process, and they also serve as a place for placing, organizing, storing and using educational materials. In addition, the use of such sites helps to resolve the issue of organizing foreign language teaching, since it allows to work in real time in the classroom, and remotely. Creation of a thematic site requires a teacher to get serious training in the field of information technologies, which implies a certain set of practical skills and knowledge of HTML-layout, web design, hosting and website promotion. But, on the other hand, it represents a wide scope of possibilities that can be used in teaching activities. The teacher is given the opportunity to create a kind of 'virtual foreign language office' in which he/she selects the necessary and

interesting material on his own, as well as organizes and publishes it at his/her own discretion. Working with such a competently and interestingly designed website will only benefit students in learning a foreign language (Gadzhimuradova 2014: para. 5-6).

(2) *Blogs* are a service that allows keeping a personal diary. In essence, it is a personal site, but differs from a classic site, first of all by its simplicity. Currently, the use of blogs for educational purposes is widespread. Blogs are used both for the publication of curriculum and teaching materials, and for communication with students and colleagues. Furthermore, blogs are ideal for classes, where reading and writing are priority speech activities (Campbell 2003: para.1-3). All in all, this type of social service is related to asynchronous network communication, which provides students with an opportunity to think over the answer in advance. During asynchronous communication, the following tasks are performed (Barnes 2003: 85-90):

- mastering the rules of telecommunications etiquette adopted on the internet;
- forming reading skills and abilities;
- improving listening skills;
- creating joint creative projects;
- forming sustainable motivation of students to learn a foreign language;
- maintaining and establishing contacts with their peers in foreign language-speaking countries; as well as
- improving the skills of using the internet.

According to Godwin-Jones (2003: 12-14) in the educational process the following three types of blogs can be distinguished:

- (a) *teacher's blog*;
- (b) *student's personal blog*; and
- (c) *group blog*.

(a) *Teacher's blog*: This type of blog is created and managed directly by the teacher. It is traditionally considered to post information about the course, which usually includes the course program, homework, information about the studied material, recommended sources in the foreign language for self-study (particularly: reading and

listening), links to information service unit of internet resources, as well as links to educational internet resources on related topics. In this way, the teacher's blog content is a useful source for refining homework and getting links to additional sources for extracurricular work. Besides, the work with a *teacher's blog* contributes to the development of students' reading skills in the foreign language.

(b) *Student's personal blog*: While conducting their own blog in a foreign language, students can provide for example personal information about themselves, such as the date and place of birth, their family, hobbies, interests, friends, achievements, as well as links to favorite internet sites, photos and videos. Students regularly add new information to their personal blog, and get acquainted with the blogs of fellow students and comment their posts. In this way, student's personal blogs can help to develop the following two language skills (Sysoev 2012a: 120):

- writing skills, by:
 - using the necessary language tools to provide personal information in writing form;
 - using the necessary language means by which it is possible to represent the country or city and culture in a foreign language environment;
 - using the necessary linguistic means for expressing opinions, agreement or disagreement in a non-categorical and non-aggressive form, for example, when commenting on blogs of a classmate or teacher; as well as
 - reasoning their point of view;
- reading skills, by:
 - highlighting the necessary facts or information;
 - extracting the necessary or interesting information; and
 - evaluating the importance of information.

For instance, discussing a book, story or movie in a blog before writing an essay or before preparing a dialogical or monologic utterance will help students, firstly, to express their own point of view on the subject matter, which is not always possible when discussing in class. Secondly, this way can contribute to hear the opinions of others and learn to perceive pluralism of opinions and cultural diversity as the norm of

coexistence in the modern multicultural world. And finally, in this way the students' skills of critical thinking can be developed (Sysoev 2012a: 121).

(c) *Group blog*: Unlike student's personal blogs each of which is located on a separate page, in a group blog students' comments are posted on the same page one after another, which greatly facilitates the familiarity with the opinions of others and stimulates discussion. Besides, when working with group blog students can develop the following two language skills (Romantsova 2014: 123-126):

- writing skills, by:
 - stating the content of the read or listened foreign language text using brief messages;
 - using the necessary linguistic means for expressing opinions, agreement or disagreement in a non-categorical and non-aggressive form;
 - making analogies, comparisons, collation with accessible language tools; as well as
 - arguing their point of view using language tools;
- reading skills, by:
 - highlighting the necessary facts or information;
 - separating the main information from the secondary;
 - determining temporal and causal relationship between events and phenomena;
 - summarizing the described facts or phenomena; and
 - evaluating the importance, novelty or accuracy of information.

To sum up, due to the use of *blogs* in the process of foreign language teaching unique conditions are created for teaching writing. Students can develop their ability to write a personal letter, to present information (e.g. autobiography or resume), write about individual facts of their lives, expressing their attitude, and describe their future plans. All this is fully consistent with the requirements of the modern educational standard in a foreign language.

Besides, *blogs* can also be used in the formation of lexical and grammar skills of students. For lexical skills, the authors of each blog for example may be asked to use the largest number of studied lexical units when compiling a story about a vacation or discussing a recently watched film or a book. For grammar skills, in turn, each student can be given for example the task to write to the author of the blog (through the function of comment) two special questions in the past tense etc. In this sense, the methodological potential of *blogs* has no limitations as soon as they are used on a daily basis.

Furthermore, the use of blogs in the foreign language class strengthens the interest in the learning process, and allows not only learning, but also real communication in the target language. The motivation of students to use blogs is due to not only technological capabilities, but also to the fact that students write about what is important for them personally. They manage the process of their learning by actively searching for the information they need in the foreign language and receiving comments from other people (Castaceda / Gutiurrez 2010: 17-39).

In the context of using blogs in foreign language teaching Boas (2011: 26-33) suggests a step-by step exercise on composition a reasoned essay using blogs as follows:

1. choice of the theme which should be interesting, and familiar to the students;
2. preliminary preparation for writing;
3. drawing up an introductory paragraph;
4. partner assessment of the introductory paragraph;
5. compilation and revision of argumentative essays; as well as
6. distribution of written products.

Atterberry (Khodakova / Ulyanova / Shchukina 2013: 40), in turn, who uses blogs to work with students in various courses, proposes to rate blog posts using a point system (1 point for the required volume, 1 point for compliance with the topic, and 1 point for meeting the deadlines for completing the task). The author does not suggest an assessment for the correctness of language, but requires the teacher to comment on the content of the post and to blog on the same topic as an example for students. According

to him students should publish assignments once a week, while topics include both mandatory, set by the teacher at the beginning of the semester, and free by the choice of the students. In this way using blogs in foreign language teaching can have following advantages according to Atterberry (Khodakova / Ulyanova / Shchukina 2013: 40): practice of writing; development of a value of ownership; development of a sense of public; contribution to sharing of resources; arrangement of communication between the teacher and the students and organization of peer interaction; as well as formation of a sense of community.

(3) *Wikis* are websites, the structure and contents of which users can independently alter using the tools provided by the site itself. Text formatting and insertion of various objects into the text is performed using *wiki markups*. For instance, the online-encyclopedia *Wikipedia* (www.wikipedia.org) is based on the basis of *wiki* technology. The name of the *wiki* service is borrowed from the Hawaiian language *wiki-wiki*, which means *quickly*. Thereby, this service is characterized by quick access to information. Through the internet unlimited number of people can be involved in creating *wiki* pages at a distance from each other. Each registered user of the *wiki* service can participate in the creation, addition, adjustment and deletion of content, including textual material, pictures, photos, audio and video files, as well as links to other internet resources; and anytime users can return to the original version of *wiki* pages. Material is formed due to multiple editing, a sufficiently correct and relatively complete information. Many *wiki* pages have a hypertext structure that allows the reader to easily move from page to page on the internet in search of additional information of interest.

The appearance of the first *wiki* service is associated with the name of the programmer W. Cunningham. In 1995 he created the first ever *wiki* network for internal use as a kind of database. In 2000, with the advent of the first online-encyclopedia *Wikipedia* in which anyone can become the author of articles, the social service *wiki* has gained worldwide fame. It needs to be pointed out that currently *Wikipedia* is the most popular *wiki* server worldwide. *Wikipedia* has its own security service with the approval of which, users can make changes and additions to the articles of the encyclopedia.

Textual, as well as photo and video materials are not available to a wide range of users immediately, but only after system administrators approve the content of the posted material. That is why the information published in *Wikipedia* is characterized by a fairly high degree of reliability.

In foreign language teaching, Wikipedia can be used as an effective information resource in order to increase the cultural knowledge of students and develop their reading skills. For the development of writing skills other wiki servers are used that were created specifically for educational purposes. Such servers allow restricting the access of individuals to a specific wiki page. The most famous wiki servers of this type are Pbworks (www.pbworks.com), MediaWiki (www.mediawiki.com), Wikihost (www.wikihost.org). The use of these servers for educational purposes is free. Besides, placement of information occurs instantly. All in all, the social service wiki has a number of distinctive didactic properties, which include the following (Sysoev 2012b: 125):

- *publicity*: a wiki document is available to all project participants who are at an unbounded distance from each other;
- *non-linearity*: changes and additions are not placed in chronological order one below the other (as in *blogs*), and each project participant can make changes to a previously saved version of the document;
- *access to the document's creation history*: all versions of the document and all changes are recorded on the server; if necessary, each project participant can return to the earlier version of the document, as well as track who from the project participants and when made changes to the document;
- *multimedia*: when creating a *wiki* document different formats can be used, e.g. text, graphics, photos, videos and/or audios; as well as
- *hypertext structure*: creating internal and external hyperlinks is possible.

With these didactic properties, wikis are well suited for group work since students can work on different aspects of the same assignment; process and add content to one aspect; and pages can be easily linked (Paul 2010: 12). Due to the possibility of creating a unified collective content, a so-called wiki-page, the social service wiki is great for

group project work, during which students can especially develop the skills of writing and reading.

(4) *Social networks*, such as *Facebook* (<http://www.facebook.com>), *Twitter* (<http://www.twitter.com>), and *Vkontakte* (<http://vkontakte.ru>), offer their users a variety of tools for finding friends and acquaintances, interaction and self-expression. These sites support the creation of user profiles, the ability to invite friends, exchange messages in the form of text, photos, audios and videos, as well as publish these formats. Besides, with the help of privacy settings users have the ability to control the level of access to information published in their profile.

Social networks have gained popularity in the field of learning and teaching a foreign language in recent years. In this context, they provide students the opportunity to communicate with peers from other cities and regions of the same country, as well as with peers from other countries. Such cooperation creates a powerful motivation for the independent cognitive activity of students. Communicating with their peers from countries of the target language, students can derive actual authentic information, become familiar with the customs and culture of the other country, as well as realize the practical use of the foreign language. Thus, the use of social networks can make the learning process very effective and increase the interest of students in learning the foreign language. Recently in social networks such as Facebook groups for learning foreign languages are created, which certainly contributes to increasing the motivation of students, as well as their improvement of knowledge and skills (Ruliene 2010: 124-132). Besides foreign language learning, social networks can also be used in foreign language teaching, namely as a good source in the formation of speaking, reading, writing and listening skills (Pavlicheva 2012: 42-47).

2.2 Using *Twitter* in English Language Teaching

One of the forms of *social networks* described in chapter 2.1 are *microblogs*, which are gaining more and more popularity among teachers because they are more interactive than *blogs*, involve more users, and can serve as a tool for professional communication. Besides, *microblogs* allow asking questions and immediately getting answers to them from multiple users, as well as share links to online resources and information about conferences, seminars, etc.

The most popular microblogging service is *Twitter* (<http://www.twitter.com>). Basically, it allows users to exchange short messages, so-called *tweets*. These messages can be written and read by the members of the network using either the website itself, computer applications such as *TweetDeck*, or the *Twitter* application for mobile devices. In general, *Twitter* discussions, presented publicly on a timeline, are a quick exchange of informations between different users. *Twitter* has also a partial resemblance to a discussion forum, the topics of which are represented not by names, but by so-called *hashtags*.

In the context of foreign language teaching and learning *Twitter* has a number of didactic properties that can be useful and effective and can be distinguished as follows (Sysoev / Pustalova 2013: 12-18):

- *publicity*: network interaction in a foreign language as well as extracurricular learning activities can be organized; both should be aimed at developing aspects of the language (vocabulary, grammar, spelling), types of speech activity (writing, listening, reading, speaking), as well as sociocultural and intercultural competencies;
- *conciseness*: limited number of symbols (up to 140 characters) is a prerequisite for the use of short messages;
- *linearity*: users, i.e. the teacher and the students, contribute text information in chronological order on a timeline; as well as
- *contextuality*: *hashtags* allow to focus on specific subject headings.

With these didactic properties, *Twitter* can act as a unique assistant, capable of maximally facilitating teacher interaction with students and students among themselves. Thereby, *Twitter* can be used as a tool for interaction of the whole class, for group work, or for pair work. Due to the fact that Twitter has both nationally and internationally become a part of social life and has already entered the category of basic communication tools, it can also enable interaction between students from different regions or even different countries.

With the help of Twitter, all participants can share information and communicate in the foreign language in an asynchronous way (as in blogs), or in a synchronous way (as in chats). Also, the brevity of tweets means that writing them does not require much time. Therefore, *Twitter* can easily complement the basic learning process and can be used in or outside the classroom. The conciseness of *Twitter* distinguishes the style of writing messages from any other online communication, such as emails or blog posts. Moreover, *Twitter* enables a quick communication, which is quite complete and close to real communication (Smith / Rankin 2009: para. 3, 7-10).

From the perspective of the students, tweets can be used to instantly express their point of views on any topic of articles, videos or photos, as well as to answer a question of the teacher. In this context it has also to be noted that many students are already using Twitter to communicate in their native language; therefore, Twitter can contribute to the development of their interest in applying their knowledge to foreign language learning.

The teacher, in turn, can use tweets to select topics for classroom work, homework or extracurricular activities. Taking into account the fact that the teacher resolves the distribution of questions for tests and exams among students, in this case Twitter can be an indispensable means of interaction. For teachers *Twitter* is also useful, because it enhances interactivity and collaborative learning, which inspires the students to achieve common learning goals while working with the teacher. In this respect, the teacher can play the role of a mediator and guide students, rather than direct them, which is an important characteristic of interactive learning in general (Young 2008: para. 2-5).

As mentioned above, *Twitter* can be used in or outside the classroom. Either way, the use of *Twitter* in foreign language teaching has to aim at working with all types of speech activity, both receptive and productive. In this context, the methods of using *Twitter* (1) in the classroom or (2) outside the classroom for the purpose of development or improvement of receptive skills (reading, listening) and productive skills (writing, speaking) can be designed for instance as follows (Dervin 2010: 72):

(1) Using *Twitter* in the classroom for the development or improvement of:

- *reading*: the students are not allowed to interact with each other verbally in 10-20 minutes, and all communication between the teacher and the students is performed in written form using *tweets* (so-called ‘silence lesson’);
- *listening*: the students listen to *tweets* on the computer (using the text-to-speech-technology, i.e. the transformation of text into an audio file) and repeat or comment on what they have heard;
- *writing*:
 - the teacher asks the students to *tweet* any question on the topic of the lesson before the class begins, so that the teacher can answer these questions during the lesson;
 - the students write a summary of the text they have read in the class, trying to meet the requirement of 140 characters;
 - the students organize a poll, using *Tweetpoll* (<http://twtpoll.com/>); or
 - the students create a to-do list regarding the topic of the lesson;
- *speaking*: the students translate or present in own words what the teacher says or writes on the board.

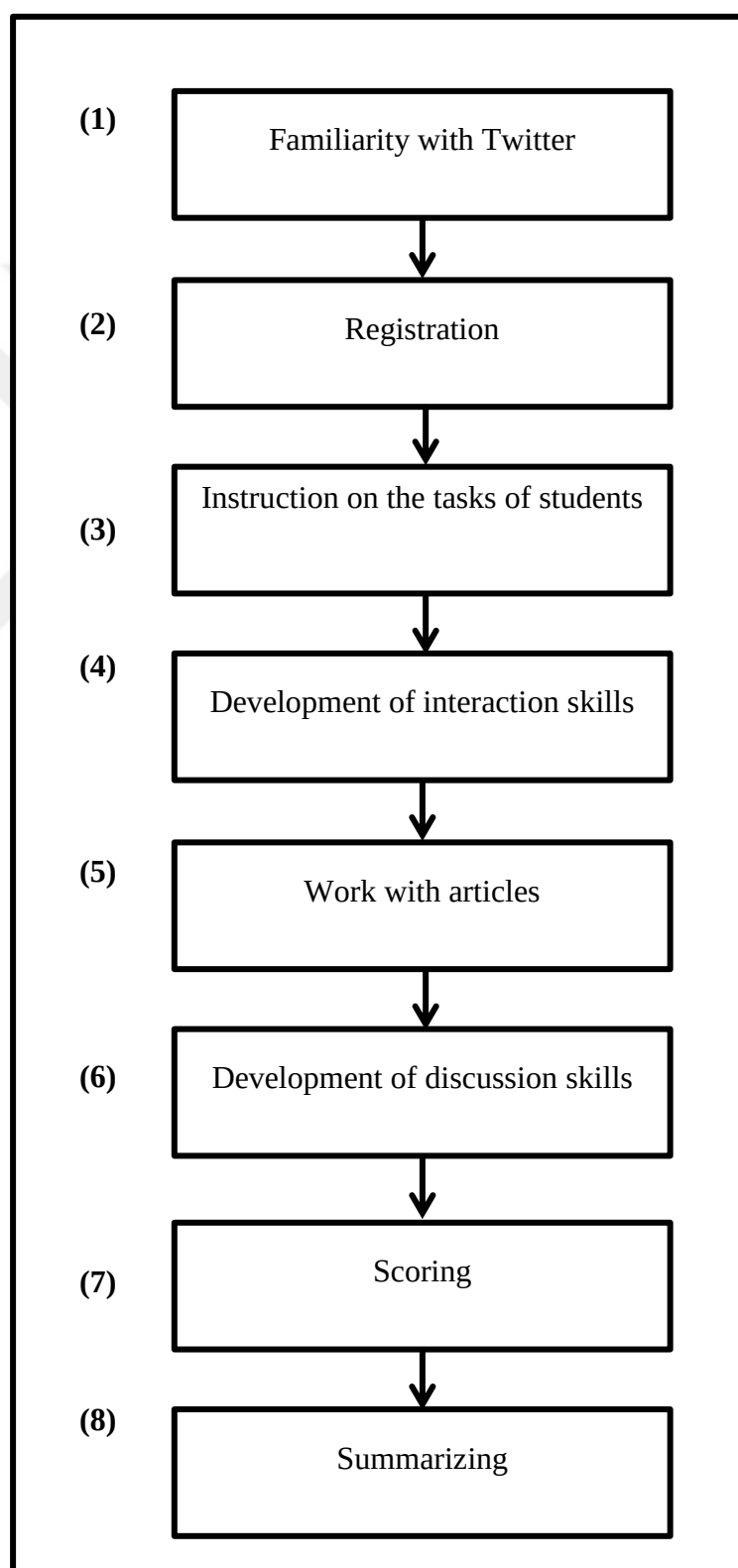
(2) Using *Twitter* outside the classroom for the development or improvement of:

- *reading*: the students subscribe to a famous person, follow the updates on his/her page, and then write a report about what they have learned;
- *listening*: the students listen to short audio recordings and write a summary;
- *writing*:

- the students keep a school diary;
- the students communicate with classmates or students from other countries on everyday topics;
- the students translate posts from the foreign into the mother language and vice versa, and publish these translations in their own accounts;
- *speaking*: while traveling abroad or within their country, students regularly post *tweets* telling their classmates and teacher about what they are doing, what they have seen, and so on.

In the context of English language teaching and with the above-described theoretical basis of Twitter in mind, we have developed an interactive technology of English language teaching through using microblog *Twitter*, since in connection with the changes that the system of modern education is undergoing, it becomes necessary to create new teaching technologies in order to increase the level of educational efficiency. According to the developed interactive technology, *Twitter* is used as a supplement to the main occupations, with the aim of applying the target language as a means of communication in an authentic environment. One of the main goals of this technology is the development of students' communicative competence, since this is one of the main goals of modern language education. All in all, the developed interactive technology of English language teaching through using Twitter consists of the following eight stages:

Fig. 2.1: Stages of Interactive Technology of English Language Teaching through Using *Twitter*



(1) The first stage (*familiarity with Twitter*) is to introduce students to the *Twitter* service. Certainly, the majority of students are aware of and well-oriented on the internet, social networks and services. However, this stage is necessary both for those students who are not familiar with *microblogs*, and for those who actively use them in everyday communication. It is necessary to provide students with information about the structure, as well as the terms of use and restrictions presented on *Twitter*. Hereafter, the teacher should focus on the registration process, choosing a username and the importance of using *hashtags* when writing a message. Such process of familiarization with the *Twitter* service does not require much time and is necessary in order to avoid misunderstandings and possible difficulties in using this social service by students. It is recommended to demonstrate all the necessary steps on an already created account of the teacher. According to the principle of clarity, the maintenance of a speech message with visual images significantly increases the level of assimilation of information.

(2) The second stage (*registration*) involves the registration of all participants and the creation of personal pages or profiles on *Twitter*. After completing the registration process, all students and the teacher add each other by clicking on the ‘follow’ icon on each user’s page in order to display their messages in the news feeds.

(3) At the third stage (*instruction on the tasks of students*), the teacher explains to the students their tasks. Each week of training is devoted to a specific topic. At each lesson during the week, students learn the lexical units and grammatical structures associated with the topic. The task of the students is to find and read two or three articles on the topic on the internet during the week. Almost every news portal has the function of ‘sharing’ an article with friends on *social networks*, *blogs*, as well as on *Twitter*. Therefore, students should post an article in their account, followed by a link with a brief comment on the issue addressed in the article. The comment may contain the students’ personal attitudes towards the problem or a question addressed to the audience. At the beginning of each week, the teacher announces the topic and publishes the first article with his comment.

(4) The fourth stage (*development of interaction skills*) is devoted to the development of the students’ interaction skills. After the teacher publishes an article on

a topic, the students are invited to read the article and leave a comment to the message of the teacher. As already noted, the comment may contain an opinion about the problem addressed in the article or a question addressed to the author of the message. If a student asks a question, the teacher's answer is implied, which entails the possible development of a conversation in the form of a dialogue, if two interact; or in the form of a polylogue, if other students are also involved in the discussion. Overall, this stage is designed for the emancipation of the students, increasing their motivation to learn English, as well as to consolidate their skills of dialogue and polylogue.

(5) At the fifth stage (*work with articles*), students independently search for articles by reading and selecting them, as well as post and comment one article on *Twitter*. Thereby, students are encouraged to use authentic online resources such as *BBC News*, *CNN*, *The Guardian*, and other news portals, as well as various thematic blogs sponsored by English speakers. This stage is characterized by work of students with various texts presented on sites, as well as with various dictionaries, both monolingual and bilingual, when searching for the meanings of new lexical units. In the process of working with articles, students study reading that means they need to understand the texts in order to accurately extract the information contained in them. By writing a commentary and thereby expressing their personal points of view on the selected article students can activate vocabulary and knowledge of grammar in English.

In general, this stage contributes to the development of linguistic, sociolinguistic and strategic competencies. *Linguistic competence* is the knowledge of the language system, the rules for the functioning of language units in speech, and the ability to understand other people's thoughts as well as to express personal judgments in oral and written form. *Sociolinguistic competence*, in turn, is the ability to select language forms, use them and transform them according to the context. *Strategic competence*, finally, is the competence by which students can fill gaps in the knowledge of language, as well as in the social experience of communication in the foreign language environment. In this sense, in the process of reading, strategic competence makes it possible to guess the meaning of unfamiliar words, relying on the context, theme or situation; to select the

correct meaning of words, when referring to the dictionary; and also, to guess the meaning of words based on familiar elements of their structures, e.g. roots and suffixes.

(6) The sixth stage (*development of discussion skills*) is focused on the development of students' skills in discussion, argumentation and critical thinking. At this stage, students concentrate on reading articles posted by their group mates, in order to familiarize themselves with the problematic issues raised by the other students. In this case, skimming reading is used, the purpose of which is to get a general idea of the content as a whole. After reading, students leave a comment with their opinion on the articles posted by the other students. Thereby, students need not only to agree or disagree with the point of view of the authors, but also to bring arguments in defense of their opinions. At this stage, different points of view of students can cause controversy. Therefore, the teacher is recommended to act as a mediator and control the discussion in order to prevent the use of incorrect statements by the students.

(7) The next stage (*scoring*) involves summing up and evaluating the work of each student. As part of the developed interactive technology of English language teaching through using *Twitter*, there are developed criteria for evaluating the work of students. These criteria include *participation*, *interaction*, and *use of vocabulary and grammar* studied in the class. The criteria *participation* is estimated by the number of messages and comments published by the students during the week. *Interaction*, in turn, refers to the process of communication with other participants. *Use of vocabulary and grammar*, finally, demonstrates the degree of absorption of lexical and grammatical material studied in the classroom. For each of the criteria, students are earned points, from 1 to 4. The maximum number of points a student can receive is 10. A more detailed description of the evaluation criteria for the developed interactive technology of English language teaching through using *Twitter* is presented in Table 2.2 (see next page).

(8) The last stage (*summarizing*) is aimed at summing up over the entire period of time. The teacher sums up the number of points received by each of the students for the entire period of working with *Twitter* and divides the result by the number of weeks, thus obtaining the final grade for the entire period of time. It is necessary to evaluate the work of students, even when working with additional technology, as this can contribute

to a more active interaction of students with each other and thus to the development of communicative competence; motivate students to learn new vocabulary; as well as provide a more serious attitude of students to the subject overall.

Table 2.2: Evaluation Criteria for the Interactive Technology of English Language Teaching through Using *Twitter*

Participation	4 points: 8-6 tweets 3 points: 5-4 tweets 2 points: 3-2 tweets 1 point: 1 tweet
Interaction	3 points: always or almost always interacts with classmates; responds to their tweets; shows interest and promotes dialogue; includes information from other user accounts and/or uses hashtags. 2 points: sometimes writes to classmates and comments on their notes; shows interest by responding to tweets. 1 point: never or almost never writes to groupmates and does not respond to their tweets.
Use of vocabulary and grammar	3 points: tweets are clear, i.e. sentences are complete, without mistakes and with the use of the lexical and grammatical material studied in the lesson; demonstration of sufficient vocabulary; no spelling and typographical mistakes. 2 points: some mistakes that do not affect the understanding of tweets are made; writing incomplete sentences; demonstration of limited vocabulary; making

	spelling and typographical mistakes. 1 point: tweets are hard to understand; grammar and vocabulary are not used appropriately; a large number of spelling errors and typographical mistakes.
Total	The maximum number of points is 10.

2.3 Using *Podcasts* in English Language Teaching

As is known, the process of learning foreign languages is divided into four types of language skills: reading, listening, writing and speaking. While reading and listening are receptive skills, writing and speaking can be determined as productive skills. Even if all four skills are equally essential in the context of learning a foreign language, in current foreign language teaching much more emphasis is attached to reading and writing because of diverse reasons (see for example Wilson 2008: 12). Nevertheless, also listening and speaking have to be adequately integrated into foreign language teaching.

Listening is defined by Lyakhovitsky (1979: 53) as an “analytic-synthetic procedure in the processing of an acoustic signal, the result of which is the comprehension of perceived information”. Above all, according to Lyakhovitsky / Koshman (1981: 53) listening as a type of communicative activity, can be considered in two ways: either as a relatively independent type of communication when the stream of speech information is directed in one direction (e.g. when listening to a story, watching a film, etc.) or as a part of a voice message. Hence, listening can act as an independent type of speech activity and, at the same time, as one of the sides of speaking. Thus, listening and speaking are closely interlinked.

In regard to the development of *listening skills* with further approach to *speaking skills*, in foreign language teaching it is necessary to use authentic material, i.e. audios and videos, which enables students to hear the speech of native speakers of the target language, as well as reflects the vivid tangible reality and features of the target culture.

Furthermore, authentic material can cause the cognitive interest of students and their willingness to discuss problems; and therefore, can increase their motivation to learn the foreign language. If students perceive authentic foreign language speech, they can realize that all their efforts spent on learning the foreign language are not in vain. Thus, the main task of the teacher at the stage of working with authentic material is a selection of audios and videos that:

- are interesting, informative, meaningful and comprehensible for the students, as well as corresponded to the modern society;
- create favorable conditions for the acquisition of new regional geographic information;
- contain various speech behaviors of native speakers which help the students to get acquainted with the life of people and their culture (Elukhina 1987: 18).

Contemporary, according to many methodologists such as Warlick (2005) and Adams (2006), one of the most effective means of developing listening skills with further approach to speaking skills in foreign language teaching are *podcasts*, or more precisely: *educational podcasts*.

Podcasts have their origin of meaning in the term podcasting which is a combination of two words by means of a composition: iPod, i.e. the name of Apple's portable media player, and broadcasting, i.e. a wide-ranging all over the world announcement. Accordingly, the term podcasting nowadays means the method of distributing audio or video information on the internet. With this in mind, podcasts can be generally defined as "audio or video files distributed on the internet for listening or viewing on a personal computer or mobile devices" (Agafonova / Anikina 2009: 23).

Podcasts are either separate files or a regularly updated series of files published at the same address on the internet (Facer 2011: 19). Furthermore, podcasts are traditionally "distributed free of charge over the internet" (Malushko 2011: 148); however, it has to be noted that there are also fee-based podcasts. And finally, any person can create podcasts (Sysoev / Evstigneev 2009: 8-11), which makes it even more

attractive in the context of in foreign language teaching, particularly in regard of the development of speaking skills.

Educational podcasts usually consist of two parts: The first part is a short dialogue or story lasting 2-3 minutes. The second part offers a full semantic commentary with definitions of words and expressions from the first part and the use of these lexical units in speech. Another distinctive feature of *educational podcasts* is that they are recited slowly and clearly for better understanding of the material, and only simple phrases and expressions are used.

While working with *educational podcasts*, the specifics of audition as a complex basis of receiving and producing speech must be taken into account: the foundation of audition is on the one hand the properly perception and comprehension of oral speech at the time of its derivation, and, on the other hand, after the processing of the heard speech, the starting point for a corresponding production of oral speech. In this light, firstly, subsequent listening skills can be developed through educational podcasts (Tebekova 2008: 21):

- understand the aim of the topic;
- understand the subject of the text;
- understand the logic of presentation of information or argumentation (e.g. sequence of facts or events);
- understand the interdependence between facts, causes and events;
- determine the speaker's attitude to the subject of discussion;
- predict the development of events; as well as
- express own judgment or opinion about the heard material.

Associated with the listening skills, educational podcasts, secondly and moreover, allow solving the following methodological problems (Mironova 2017: 17):

- formation of auditory skills and abilities to understand oral foreign language;
- formation and improvement of hearing ability;
- expansion and enrichment of lexical dictionary;
- formation and improvement of grammatical skills; as well as

- development of speaking skills and writing.

If such an approach is pursued, in which listening and speaking skills are equally focused, students can have the following two roles (Lee 2007: 588-595):

1. *Consumer's Role*: Students listen to the provided podcasts and perform tasks prepared by the teacher;
2. *Creator's Role*: Students have the opportunity to create and, if desired, publishes their own podcasts on the internet for other users. At the same time, they can create podcasts solely for their own use for the purpose of practicing pronunciation and intonation without subsequent publication. In this case, students can record and rewrite the material before it is fully developed and the desired results are achieved.

For an approach, in which not only listening but also speaking skills are focused and, thus, students act also as creator of podcasts, Sysoev (2012c: 72) suggests a method which involves following nine steps:

1. acquaintance of students with the rules of placing podcasts;
2. teacher's creation of a podcast page on a specific topic for students;
3. creating a podcast text by students;
4. discussion and amendment of podcast text;
5. recording a podcast;
6. view student's podcasts;
7. discussion of podcasts in the classroom;
8. assessment; and
9. self-assessment.

However, the most common task of using podcasts for educational purposes remains the development of receptive auditive skills when working with phonetic, lexical and grammatical material in understanding foreign language speech. This involves following tasks (Andreev / Andreeva/ Dotcenko 2008: 27):

- determine the message of the subject;

- highlight the main idea;
- separate the most important from the secondary;
- divide the text into semantic parts;
- establish logical links; as well as
- perceive messages at a certain pace without gaps

In contrast to audio texts, working with educational podcasts, implies also the presence of additional illustrative material, the choice of which ups to the teacher.

With regard to teaching particularly listening skills by using educational podcasts, Sysoev (2012c: 187) suggests a methodology, which includes the following three stages:

(1) *Before listening*: Students are immersed in the context of a podcast and perform for example following tasks:

- read the podcast title and express predictions about the content;
- look at the illustration (e.g. photo) and the headline and try to determine what the interview will be about;
- discuss questions in groups (when drafting questions, it is necessary that the students reflect the main ideas and content of the podcast);
- exercise vocabulary and grammar (e.g. connect words with their definitions, or expand brackets choosing the correct form of the verb).

(2) *While listening*: A direct listening to the podcast is performed and students have for example following tasks:

- for the purpose of selective understanding of information:
 - answer the general question regarding the main idea of the podcast;
 - put the images in order, according to the order of presentation of the material in the audio text;
- for the purpose of relatively complete perception:
 - specify which statement is true or false;
 - complete the sentences using the information from the podcast;

- read the sentence fragments and correct factual errors or information that is not contained in the audio text;
- determine missing information in the podcast;
- fill in the table, indicating the required information (e.g. names, age, profession, place of residence, hobby of narrator, etc.).

(3) *After listening*: An analysis of the listened material is carried out in oral or written form, as well as in dialogic or monologue form. Students may be offered the following tasks:

- express own estimated attitude; and
- develop one of the ideas mentioned in the podcast.

Even if, from a methodological point of view, using podcasts in the process of foreign language teaching has pros and cons simultaneously (Daniel / Woody 2010: 199), the advantages of integrating educational podcasts far outweigh the disadvantages. Adhering to the opinion of the majority of researchers such as Kovaleva (2009: 48-55), educational podcasts in foreign language teaching have following advantages in general:

- *authenticity*, since *educational podcasts* mainly represents authentic material;
- *multiple channel perception*, since *educational podcasts* often offer a number of training materials that are based on a combination of sound, photo, video and/or text;
- *autonomy*, allowing to act in accordance with the needs, pace and level of learning of the students; and
- *mobility*, which allows students access to the *educational podcasts* at any time and at any place.

Associated with the advantages, furthermore, the didactic properties and functions of educational podcasts can be listed as follows (Volodin 2013: 382-383):

- *informational function*: teaching aids are direct sources of knowledge; ability to perform various operations with these information (collecting, processing, analyzing, structuring, sharing, etc.) and to increase their capacity;

- *educational function*: obtaining new information, interdisciplinary knowledge and relationships;
- *developmental function*: acquiring new skills, abilities and competencies (informational, communicative, academic, etc.); improvement of creative and personal abilities of students;
- *communicative function*: ability to formulate, express, argue and express own points of view;
- *referential function*: facility of expanding knowledge on the problem posed in the process of creating own *podcasts*;
- *interactive function*: possibility of interaction between the subjects of the educational process in the form of student-teacher, student-student, and student-learning content;
- *organizational function*: ability to optimize the organization of the learning process through the selection of forms and methods of learning and the implementation of differentiation and individualization of learning, as well as the intensification of learning activities;
- *motivational function*: ability to motivate students and to activate their learning activities through the use of original and new forms of presenting educational content, contributing to the conscious learning of the material, the development of thinking, spatial imagination and observation;
- *function of directing*: possibilities to manage the educational activities of students and their self-management in regard of own educational activities;
- *controlling function*: ability to control the activities of students asynchronously;
- *function of adaptation*: ability to maintain favorable conditions for the learning process, the organization of demonstrations and independent work, to ensure the succession of knowledge; as well as
- *function of visibility and integrity*: awareness and meaningfulness of the perceived educational content; formation of ideas and concepts, providing the opportunity to consider the studying object, phenomenon and/or process.

With these didactic properties and functions, it can be argued that educational podcasts have a number of advantages that can make the teaching process more efficient. In this sense, Jobbings (2005) believes that the possibilities of using podcasts in the educational process are unlimited, and a creative approach to teaching and learning English from teachers and students will dramatically increase the educational opportunities of podcasts. For this, he proposes following three ways for using podcasts in educational institutions:

- expansion of interdisciplinary connections;
- enhancement of education alternative to the traditional system; and
- creation of conditions for student-centered learning

Currently, quite a number of educational podcasts exists, which differ in certain characteristics. To be able to classify these educational podcasts in particular, first of all it is necessary to classify podcasts in general. In this sense, Agafonova / Anikina (2009: 26) allocate following types of podcasts in general:

- depending on the technical platform:
 - *autonomous podcasts* (created through autonomous software);
 - *integrated podcasts* (created through a specific site);
- by the type of multimedia:
 - *audio podcasts*;
 - *video podcasts*;
- according to the number of authors:
 - *individual podcasts*;
 - *collective podcasts*; as well as
- in terms of genre:
 - *educational podcasts*;
 - *entertaining podcasts*; and
 - *socio-political podcasts*.

In the specific context of authorship and in regard to education, Stanley (2005: 78) offers following classification of *podcasts*:

- *authentic podcasts*: files with recording of native speakers; can be recorded not only for linguistic purposes, but also serve as a rich resource for listening; can be created as educational materials, specifically for foreign language learners;
- *teacher podcasts*: are recorded by teachers most often for their own classes; are created in order to give students access to material that is not available anywhere else;
- *student podcasts*: students record their own *podcasts* often with the help of the teacher; students can listen to these samples in order to familiarize themselves with the life of people in different countries and the different cultures in general; as well as
- *educator podcasts*: aim at increasing the qualification and self-development of teachers and exchanging methodological information.

Related to foreign language teaching in particular, Azhel (2012: 369), in turn, lists three types of *podcasts*, which are divided depending on the purposes of the teacher:

- *podcasts* for working with lexical material, where the author explains the meaning of a word, phrase or idiom and illustrates it with examples of the considered lexical unit in the language;
- *podcasts* aimed at developing listening skills, including listening assignments;
- *podcasts* designed to conduct the whole class in a foreign language.

In the more specific context of English language teaching, in general terms, following educational *podcasts* can be distinguished based on their content (Nikitin 2008: para.7):

1. *podcasts that serve as the basis of a whole English lesson*: are designed to work with them for the whole lesson and are usually accompanied by handouts and lesson plan; for example, <http://www.breakingnewsenglish.com>;

2. *podcasts aimed at developing listening skills*: include traditional listening tasks; for example, <http://www.englishteacherjohn.com/podcast>;
3. *podcasts developing phonetics*: are aimed at practicing the pronunciation of English sounds, and pitching stress; for example, <http://phoneticpodcast.com>;
4. *podcasts for working with lexical material*: is very popular, probably because of the simplicity of their development, i.e. the author simply chooses a word, phrase or idiom, explains the meaning and fills the text with examples of lexical units in English; for example, <http://englishteacherjohn.com>;
5. *podcasts with secondary text*: an abstract of an audio file can be used to support while listening; for example, <http://www.e-poche.net>;
6. *joke podcasts*: contain records of jokes, which is not only make learning English more interesting, but also stimulate students to attentively listen to joke texts based mainly on a language game; for example, <http://www.manythings.org/jokes>;
7. *music podcasts*: contain songs specially selected for learning English as a foreign language; for example, <http://englishpodsong.blogspot.com>; as well as
8. *storytelling podcast*: stories read out loud, some of which are accompanied by tasks to check the understanding of what has been heard; for example, <http://www.englishthroughstories.com>.

In concrete terms, nowadays there are various *educational podcasts* for the purpose of English language teaching, but the following six podcasts are commonly considered as the most productive:

(1) *BBC Learning English Podcast*: An advantage of this podcast service is that the length of the podcasts is only 6 minutes. Due to a coherent speech and average tempo, the contained speech can be easily perceived. Despite the fact that in the audio recordings significantly complex vocabulary is used, a transcript is attached to each of them. Particularly at the initial stage of working with podcasts, when students may still have comprehension difficulties, these transcripts can be given to them.

(2) *Audio English Podcast*: This podcast service is suitable both for language learning beginners (named as *English for Beginners*), and those who want to improve it (named as *Practical English*). Moreover, this podcast service provides various themes which can be selected, e.g. *Travel English*, *Telephone English*, *Banking English*, and *Accounting English*.

(3) *Luke's English Podcast*: Luke is a qualified English teacher from London who has been teaching for 14 years. He often invites his friends and relatives to his podcasts so that learners have the opportunity to hear spontaneous dialogues of native speakers. Luke often dilutes the situation with jokes or sometimes comes up with games in order to cover the topic more interestingly. Basically, the audio recording lasts more than an hour.

(4) *Effortless English Podcast*: A. J. Hoge speaks about different topics in English. As he speaks slowly and articulately it is easy to understand these podcasts even with basic knowledge. In his podcasts, Hoge also presents his own idea of learning English which involves for example following aspects: it is better not to learn words but phrases; it is pointless to take up grammar without having a vocabulary of 1000 words; and listening is a necessary part of the learning process.

(5) *I Will Teach You A Language Podcast*: Olly Richards, the host of this podcast service, says that the most important thing in learning a language is to enjoy the process. Richards is fluent in 8 languages and now offers practical language tips and strategies. He himself began to learn foreign languages as an adult, and now is a good example that anyone can learn English.

(6) *Breaking News English Podcast*: This site is performed to learn English and is a collection of podcasts that are updated every two days and tell about current events. In addition to tasks that promote the improvement of speech competence, the authors of the site also offer tasks for the improvement of linguistic competence, namely spelling, vocabulary, grammar, and discursive competence.

Within the above-mentioned podcast services, *Breaking News English Podcast* can be determined as the most effective service for the purpose of English language

teaching, since it contains material of educational nature and is aimed at developing different language skills and linguistic competences. In this sense, each podcast of the service *Breaking News English Podcast* contains methodological material that is particularly focused on developing listening and reading skills. In addition to these language skills, the authors of this podcast service offer also tasks for the development of linguistic competence, namely grammar (e.g. tasks for combining words into sentences, or punctuation), spelling (e.g. inserting missing letters in a list of words), vocabulary (e.g. tasks with multiple answer choices, or matching synonyms), and discourse competence (e.g. organizing the sentences of the podcast text and compose a coherent text out of them). To sum up, the various tasks within the podcast service *Breaking News English* can be designed for example as follows:

Table 2.3: Tasks within the Podcast Service *Breaking News English*
(Mironova 2017: 27)

40+ activities for this lesson					
PRINT	LISTEN	READ	GRAMMAR	SPELL	WORDS
* 26-page lesson (40 exercises) * 2-page MINI lesson (PDF)	* MP3 (UK male) * MP3 (USA female) * MP3 (20 questions) * Listen & spell * Dictation - (10 sentences)	* Speed Reading (100 - 300 wpm) * Text jumble 15 * Text jumble 24 * No spaces * Sentence jumble * QUIZ	* Grammar gap-fill * Articles gap-fill * Prepositions * Word order	* Consonants * Vowels * Missing letters * Initials only * No letters * Fill-in-the-blank * Hangman	* Flash cards * Word pairs * Matching * Crossword * Missing words * Gap-fill

The table above also shows that a podcast contains several audio recordings, in this case for example: 2 podcast recordings (one in British English, one in American English); recording of 20 questions on the podcast; recording for controlling dictation by words; and recording for controlling dictation based on the proposals. Besides, within the service *Breaking News English Podcast* it is also possible to select the speed of each podcast from the five speed options ‘slowest’, ‘slower’, ‘medium’, ‘faster’ and ‘fastest’.

After analyzing the tasks presented on the website *Breaking News English Podcast*, the following method for performing the tasks in English language teaching is suggested in accordance with the above-described three-stages-model by Sysoev (2012c: 187) for the development of listening skills by using podcasts in foreign

language teaching. Thereby, the sample podcast ‘CO2 at Record High Level’ published on February 12, 2017 on the Breaking News English Podcast website is selected.

(1) *Before listening*: The traditional form of listening implies speech training, which focuses the students on English speech and introduces the topic of listening. Tasks for speech preparation and speech training presented on the website *Breaking News English* are as follows:

- Hold a discussion among students about global warming issues. The questions are compiled by the teacher independently in order to provide the supporting material to the students.
- Students work in pairs or groups and are requested series of words, the translation of which they discuss. Accordingly, work will be carried out with the existing material for phonetic exercise.
- Students discuss the listed phenomena with their partner/s and speak about these issues. Thus, the introduction of new vocabulary is carried out.
- Case study: Students are encouraged to fill in a table about the changes that global warming might entail for people living in different regions (Table 2.4). Afterwards, students are invited to share their records. This task contributes to the development of writing skills.

Table 2.4: Case Study on ‘Global Warming’ (Mironova 2017: 29)

Changes for...	Change	How will they live?
people on small islands		
people in the desert		
Penguins		
people in the Himalayas		
fishermen in Maldives		
people in New York		

- Unlike clause 2, now, new words related to the global warming are introduced. In this way, the formation of language competence of students, namely learning vocabulary is realized.
- Students draft infographic schemes that can be associated with the concept of CO₂. If students have difficulty in compiling the scheme or their level of English is not high enough, the teacher can offer them an own version.
- Students perform tasks for the development of semantic and linguistic predictions which can involve following tasks:
 - *true-false*: consists of 8 sentences and is aimed at semantic prediction;
 - *synonym match*: this assignment assists students in conducting lexical semantic links and increasing their vocabulary;
 - *phrasal match*: to obtain accurate quotes from podcast.

(2) *While listening*: In order to focus the attention of students on the audio material, it is necessary to present an option to control understanding. These can be either questions presented in a comprehension questions section, or numerous tasks for general and detailed understanding of the content of the audio text. Tasks presented on the website *Breaking News English*, depending on the goal are divide into:

(a) the formation of speech hearing:

- listening text with missing words; the task is to fill in the gaps with words while listening to the text;
- directed listening: there is a multiple-choice task that students perform before listening and check their answers while listening to the podcast.

(b) memory training:

- tasks from the stage ‘before listening’, i.e. true-false, matching synonyms, and phrasal match;
- multiple choice tasks;
- tasks for checking the memorization of the context in which certain words are used; the following words and numbers are highlighted in the sample podcast: *now found / million / bigger / nine / above / create / oil / 300 / 180 / sea / scary*.

(3) *After listening*: After completing assignments for complete or relative understanding of the text, students are given assignments to work with the material they have heard. At this stage, basically listening should be followed by assignments for the productive activities speaking and writing.

Considering the possibility of using podcasts of the service *Breaking News English* to develop speaking skills, it should be mentioned that the authors offer questions for discussing the podcast and holding discussions on the topic. And with regard to the formation of writing skills, the simplest and most effective task is the task at the stage of preparation for listening. Here, students should write within one minute all the words and phrases on the podcast topic that they know and remember. Thus, students gather together all the information and vocabulary they know about the topic and prepare to perceive new lexis and information.

Also, it has to be noted that on the website Breaking News English Podcast there is a huge number of external links to other sites. These sites, in turn, contain also podcasts which, all in all, contribute to the further development of language skills as well as of socio-cultural competences. Some examples of these external podcasts can be listed as follows (Banville 2013):

- podcasts for English Beginner Level A1-A2 with simplified lexical material; for example, <http://www.newsenglishlessons.com>;
- 2-minute-podcasts for people with A1-A2 Level of English; for example, <http://www.listenaminute.com>;
- podcasts containing exercises for speaking skills; for example, <http://www.esldiscussions.com>.
- podcasts with materials on Business English; for example, <http://www.businessenglishmaterials.com>;
- podcasts about famous people with tasks; for example, <http://www.famouspeoplelessons.com>;
- podcasts based on movie plots; for example, <http://www.lessonsonmovies.com>; and

- podcasts about traditional holidays of different countries; for example, <http://www.eslholidaylessons.com>.

Based on the analysis of the website *Breaking News English Podcast*, it can be concluded that this podcast service has an extensive didactic potential for achieving the objectives of English language teaching, giving the teacher a choice of tasks for the development of different aspects of speech and language activity. On the one hand, this technology of podcasts greatly enhances the development of students' listening skills, unlike the traditional way of teaching listening. When using various podcasts, students are invited to listen to speech of different timbre, tempo and intonation which gives a wider range of listening experience. On the other hand, since listening is an integral part of the process of speaking and writing, it can be noted with confidence that the use of these podcasts also can contribute to the development of other types of speech activity. Finally, it has to be noted that the principles implemented by the authors of the podcast *Breaking News English* can be an example of developing similar tasks for podcasts from other sites, for example, *BBC VOA* (<http://learningenglish.voanews.com/>), which does not have such methodological support.

CONCLUSION

Currently, in the context of the development of international relations throughout the world, the study of foreign languages is relevant and necessary. Learning and teaching a foreign language is a complex process that requires consideration of a number of factors, such as age, gender, social status, psychological state, goals, objectives and motivation of students. Thus, in the conditions of modern society, educated, qualified specialists, characterized by mobility, dynamism as well as constructiveness, are in great demand. In this regard, the education system is undergoing a number of significant changes, such as the revision of the main methods and techniques of education.

The aim of this study was to develop an additional interactive technology of foreign language teaching with the use of the microblogging service *Twitter*. To achieve this goal, a number of tasks were set before the work. In the course of the study, the following tasks were solved:

1. studying different methods and techniques of foreign language teaching, as well as their pros and cons;
2. justifying interpretation of interactive teaching methods as a modern form of methods;
3. studying information and computer technologies used in the process of teaching foreign languages including internet sites and social services such as wiki technologies, podcasts, blogs, and microblogs;
4. revealing the didactic benefits of using the microblogging service *Twitter* in teaching foreign languages;
5. developing an additional interactive technology of teaching foreign languages through the *Twitter* microblogging service;
6. studying the possibilities of using the social service of *podcasts*, which contributes to the development of language skills of students in the process of teaching foreign language; as well as
7. elaborating guidelines for the organization of work with *podcasts* in foreign language teaching.

Based on the research, the following conclusions were made:

- use of *ICT* in the educational process has several advantages, such as creating additional opportunities for the development of creative skills of students, stimulating their curiosity and instilling an interest in scientific activities;
- use of new information technologies and internet resources help to implement a personality-oriented approach to learning and provide an individualization and differentiation of learning, taking into account the abilities of students, their level of learning and aptitudes;
- participation in information and communication pedagogical activity contributes to the complex formation of various aspects of communicative competence, i.e. linguistic, sociocultural, cognitive, and cultural competence, as well as communicative-cognitive skills of students;
- interactive methods can be described as a modern interpretation of active learning methods, which is possible due to the fact that interactive methods combine the basic characteristics and principles of active methods in combination with a wider interaction of students with each other and with the teacher, as well as the introduction of the latest computer technology in the educational process; and
- rapid spread of mobile devices makes positive changes in the educational process, upgrading it.

The results of the creation and subsequent testing of the technology developed in this study include a significant expansion of the vocabulary of students, an increase in the degree of correctness of using grammatical structures, as well as overcoming the language barrier in the dialogue in the target language.

All the above confirms the development of an additional interactive technology for teaching foreign languages through the Web 2.0 social services *Twitter* and *podcasts*, which was the purpose of this study.

The prospect of this study is to further develop the problem of key aspects of foreign language communicative competence of students based on new information and communication technologies, and the introduction of the main provisions of this study into the theory and methodology of English language teaching.



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LIST OF ABBREVIATIONS

CAL	: Computer-assisted Learning
CBL	: Computer-based Learning
CBT	: Computer-based Teaching
CLL	: Community Language Learning
ELT	: English Language Teaching
FLT	: Foreign Language Teaching
ICT	: Information Communication Technology
NLP	: Neuro-linguistic Programming
TPR	: Total Physical Response