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ICT in Teaching a Foreign Language in High School

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Abstract

The purpose of the study is to evaluate the importance of ICT usage in teaching foreign languages in universities and the development of practical recommendations to enhance the effectiveness of foreign language teaching using ICT.

The paper summarizes the most effective types of ICT for the development of linguistic and communication competence of students: PowerPoint presentation, correspondence by e-mail, training programs on CD-ROM, internet resources in teaching of foreign languages. In the study the full description of the above mentioned types of ICT is given.

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1. Introduction

The current stage of development of the society puts in front of the Russian education system a number of fundamentally new problems which are caused by the political, socio-economic, philosophical and other factors. Among them we should highlight the need to improve the quality and accessibility of education, increase academic mobility, integration into the world of scientific and educational space, creating educational systems optimal in economic terms, improving the university corporatism and strengthen the links between the different levels of education.

One of the effective ways to solve these problems is the informatization of education. Improving of means of communication has led to significant progress in the exchange of information. The emergence of new information technologies associated with the development of computer equipment and telecommunications networks has made it

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possible to create a qualitatively new information and educational environment as the basis for development and improvement of the education system.

Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, research and practical applications in all branches of knowledge ICT perform both the functions of tools and objects of knowledge. Consequently, ICT innovations not only provide a revolutionary development in this branch of knowledge, but also have a direct impact on the scientific and technological progress in all areas of society. Thus, information and communication technologies are a class of innovative technologies for the rapid accumulation of intellectual and economic potential of strategic resources, ensuring sustainable development of society. This paper discusses the opportunities of ICT, the ways of their realization in the Russian system of higher education training on an example of a discipline "Foreign language".

Scientists have different approaches to the definition of ICT concepts. In the scientific literature can be found the following terminology: "IT training", "computer-based training technology", "new information technologies in education" or "NIT Education", "multimedia educational technology", etc. This indicates that the essence of ICT concepts, used in education is still not well established.

We can see that, speaking of ICT, in some cases, scientists point to a specific research area, in other - on a particular way of dealing with information. At the same time, the analysis of the literature on the investigated problem allows us to speak about the complex of knowledge, the ways and means to work with information resources, and about technical resources, which scientists have linked with the technological chain, ensuring the accumulation, storage, classification, output and distribution of information (Kayser, 2009; Lyubova, Bilyalova, Evgrafova, 2014; McKenzie, 2000; Russell 1997, Sorin 2005). A lot of works deal with the question of using technology in teaching English (Dudeney, 1985; Wright, 2008; Hartoyo, 2008). Some scholars have noted that the widespread use of identified technologies can significantly increase the effectiveness of active learning methods to all forms of organization of educational process in the study of a foreign language, namely: practical, individual lessons, during independent work (Nadolskaya, 2014). Other scientists have considered the use of ICT as a means of increasing motivation, commitment to the systematic study of a foreign language, which allows to obtain quick results in learning a foreign language (Wheeler, 2001). The use of ICT in the educational process directed to the full immersion of students in the language environment that contributes to the formation and development of their communicative competence, the part of which is the socio-cultural competence. It equips learners with digital age literacy, inventive thinking, creative thinking, higher-order thinking, effective communication, and high productivity (Tinio, 2002).

Based on interpretations of scientists T.A. Lavina, I.V. Robert and others (Lavina, 2014; Robert, 1994) let us give our own definition of the ICT, which will be viewed as a set of methods and techniques designed to collect, organize, store, process, transmit and present the information which enlarge the socio-cultural knowledge of students and provides them with a socio-cultural competence.

2. Methodology

The study was conducted in 2 stages. The first stage is the study of the problem of the use ICT in teaching foreign languages, based on the literature on methodology, psychology, educational theory and practice; also it includes identification of specific ICT requirements, which ensure the development of linguistic and communication competence and increase the interest and motivation of students. The second stage included the analysis and synthesis of experimental work on the use of ICT on the lessons of a foreign language, assessment of ICT as a means of improving the efficiency of the process of teaching a foreign language. The experimental work was done on the basis of Elabuga Institute of Kazan Federal University.

The group of the second year students of the Philology Department were chosen randomly to be the sample of the study. The total number of the students was 50. The students of this group were appointed randomly into two groups; the control group which had (25) students, and the other experimental group which had (25) students. All the students included in this study had the same learning experience and used the same text books. Students during the second term were selected to achieve the purpose of this study. The second term is the important stage in which students' language proficiency is an indicator of their language competence.

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