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UDK

AKHMADALIEVA KHOSIYATPOSHSHO ABDUKHAYOTOVNA

THE PECULIARITIES OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING ENGLISH IN ACADEMIC LYCEUMS

5A120102 – Linguistics (The English language)

DISSERTATION

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As. Prof., docent Khajiyev S.K.
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Scientific supervisor:
D.S. Prof. BakiyevaG.Kh.
"___" _____

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INTRODUCTION

Thanks to the independence gained by our republic, lots of positive changes have taken place in our life. With political economic and social development and foreign relations of the country, the demand for foreign languages and translation has risen rapidly for the last decade. The language universities, once not very popular have become one of the top choices for learners. Thousands of linguistic have been trained in the country, and at the same time many works about Uzbekistan, culture of Uzbek people and other different materials have been translated into different languages of the world.

As the President I.A. Karimov noted in his book “Uzbekistan along the road of independence and progress”[1], there are four fundamental principles on which Uzbekistan’s path of reform and development is based;

- adherence to Universal human values;
- consolidation and development of the nation spiritual heritage;
- freedom for the individual’s self-realization;
- patriotism.

The highest of reformation in Uzbekistan is to receive those traditions, fill them with new content and set up the necessary conditions for achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

According to the requirement of the national program of the personal training and reforms of higher education in the republic of the Uzbekistan, it is important to make effective changes in the system of higher education in the republic of the Uzbekistan. As I.A. Karimov highlighted: ”our young generation must be quick cuter, wiser, and healthier of course must be happier than us”.

Conditions of reforming of all education system the question of the world assistance to improvement of quality of scientific-theoretical aspect of educational process is especially put. The present dissertation work deals with one of the study

[1] Karimov I.A. Uzbekistan along the road of independence and progress .-T.:Sharq.,1998,- p.41

of Teaching English with interactive methods as computer technology which is the most actual problems of present day language teaching.

Information technology has become very important in recent times. Computers are used in almost all fields of life, and the Internet has developed into a significant source of information. While some adults are a bit reluctant to use computers at home or in their work, pedagogical technologies computers and the Internet are quite natural for children. This is why lyceums should use them as often as possible to make learning more effective. The Internet and its user-friendly interface the World Wide Web provide versatile opportunities that cannot be disregarded. Also education has to keep pace with this new challenge. The World Wide Web has opened new vistas of language teaching, and since its language is English it provides an unlimited resource of vocabulary. Moreover, as children are highly motivated by computers, language learning is more enjoyable with the Internet than with conventional methods. On the other hand, the quantity of websites is enormous. Consequently, there is a heavy demand on quality sites that can be efficiently used in the language lessons. Tutors may need prepared lesson plans, worksheets and authentic texts that can be used in the lessons, and forums where they can share their ideas. Fortunately, the number of publications recommending such resources and giving guidance to them is increasing both on the Internet and in trade journals. We want to highlight some additional features that online resources have in contrast with traditional teaching aids. Furthermore, a few resources of learning and practicing vocabulary will be introduced as samples of vocabulary exercises.

Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. Yet teacher training programs often ignore training in the use of Information and Communications Technology, and teachers are often far less skilled and knowledgeable than their own learners when it comes to using current technology. Our dissertation paper bridges that gap by providing clear non-technical descriptions of new technology tools, and by showing how teachers can use these

new tools in the classroom. As such, it is about the practical application of technology to teaching languages.

The topicality of the research is expressed on the profound interest in learning the problems of the study of English with the help of educational technologies which are widely used to perform and develop communicative competence.

The Problem development status. The main researches related to the chosen topic have been investigated in a lot of scientific works. In particular, 1) Communicative teaching approaches promoted dealt with by J.P. Gee & R.Hayes (2011); P. Gilster (1997); D.Healey, E.Smith, P.Hubbardand others.

2) Scaffolding learners in authentic problem-based e-learning environments and educational technology in foreign language teaching were investigated by G. Brickell and J. Herrington (2006), M. Carrier (1997), V. J. Cook (1995), U. Felix (1995).

3) S.Y.Foo, J. Ho & J. Hedberg (2005) describe the features of computer technologies. Hoven D. (1997) implemented instructional design for pedagogical or educational technologies.

4) The matters of evaluating and designing syllabuses were dealt with by Hutchinson & Waters (1987); Littlejohn & Windeatt (1989); Silver & Bourke (1998) and others.

The aim of our research is to prove that the use of innovative pedagogical technologies is one of the main teaching means in learning English.

In this case we put forward the following **tasks:**

- to identify the psychological and pedagogical aspects of innovative technologies at the English classroom;

- to determine the conditions of increasing the efficiency of foreign language teaching with the use of innovative pedagogical technologies in the learning process;

- to develop a system of exercises on the use innovative pedagogical technologies in learning English.

- to conduct an experiment on using innovative pedagogical technologies at the classroom to improve learning efficiency.

Hypothesis: teaching English at secondary school can be effective if we use educational technology on the basis of to developing a system of exercises in modern learning format.

The object of research is the English language teaching process.

The subject is the use of pedagogical technologies at English lessons for developing communicative skills.

Methods of research: interview, questionnaire and analysis, pedagogical experiment.

The Scientific novelty of the work is that we had represented some new approaches and system of exercises in teaching English by innovative pedagogical technologies.

Methodological basis of the research is 1) the directive documents on the Higher professional education; 2) the main conceptions related to innovative pedagogical technologies (M.Warschauer, L. Taylor, T.Rogers).

The theoretical value of dissertation paper is theoretical justification of the need to use innovative pedagogical technologies at English lessons with a view to the effectiveness of the educational process.

The Practical value of the work lies in the development of some of the recommendations on the use of innovative pedagogical technologies in learning English, particularly the selection of exercises and texts and practical material of present research can be used during the lessons on methodology of teaching English language and practical lessons.

Publications:

1. Akhmadalieva Kh. A. The use of case study method in teaching English as a foreign language in academic lyceums.// Замонавий тилшунослик, адабиётшунослик, таржимашунослик ва хорижий тиллар укитишнинг муаммолари: IV- Ilmiy-amaliy konferensiya.-Tashkent: UzDJTU, 2015. - Pp.334-336.

2. Akhmadalieva Kh. A. The peculiarities of using ICT technoloies in the learning at lyceum. // Филология масалалари. Тошкент 2015.№4 34-36 бетлар.

The structure of the dissertation paper consists of introduction, three chapters, conclusion and list of used literature.

In the **introduction** we ground the topicality of the research, define the subject, formulate our aim, objectives, working hypothesis, and reveal scientific novelty, theoretical and practical value of the research, choose the methods of the research.

The first chapter is devoted to the study of theoretical basis of advances in computers, the internet, and mobile technologies. The introduction of this new process has serious implications for the nature and purpose of educational institutions. The knowledge and skills acquired make learning possible continuously throughout the lifetime. Innovative pedagogical technologies as well as newer digital technologies such as computers and internet are more powerful tools for educational change and reform. They can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings as it enables access to information exponentially.

The second chapter is closely connected with practical issues in teaching English language in the classroom with using innovative pedagogical technologies. The e-content supported learners in dialogue practicing, reading, and listening, context-based question and answer tasks, peer checking, drills, games, role-play, drama, interview, brainstorming and performing in pairs or groups. The dual screen option of the developed e- content was found to be the greatest innovation and brought a new dimension to this project. The teachers' section with detailed directions about how to carry out the teaching and learning of the materials in class, along with sample of the actual language that they used for interaction with learners, helped teachers better facilitate instruction.

Teachers in the project felt that the use of technology was highly advantageous, both to improve learners' general language abilities and to assist

learners in learning the kind of English communication and language skills increasingly necessary for their academic and personal life.

The third chapter deals with the use of innovative pedagogical technologies in teaching English through experimental issues. We reviewed and identified effective exercise system developed by us in the course of the experiment. However, there are many more opportunities for learners to gain confidence practice and extend themselves, especially for EFL learners who learn the language for more than just fun. For them to keep pace with EFL and gain more confidence they have to stride into the world of innovative pedagogical technologies.

In conclusion the basic results of investigation are submitted and at the end of the list of used literature.

CHAPTER I. THEORETICAL BASIS IN TEACHING ENGLISH LANGUAGE IN THE CLASSROOM WITH USING PEDAGOGICAL TECHNOLOGIES

1.1. Role of modern pedagogical technology in teaching and learning of the English language

The use of computers in education has increased dramatically in the last few years. Computers only became feasible for language learning in the early 1980s when relatively inexpensive personal computers first became available. Their role in language teaching is discussed by Cole and Griffin. They contrast two metaphors "in relation with the theories of learning and information technology":

1) "The computer is an agent, operating as a 'partner in dialogue' ". According to this view, learning with computers can be paralleled with the conventional student-teacher system, but teachers are replaced by computers. The great advantage of this collaboration is that computers provide learners with reserves of information and give them individual guidance in learning.

2) "The computer as a 'medium' "is not replacing the teacher, but reorganizing the co-operation between learners and teachers. This view emphasises that although computers offer new opportunities in language teaching and learning, tutors will always play an important role in the learning process. In the environment of computers learners have the pleasure to discover and acquire new knowledge in an easy way, but they will always need their teachers' help and guidance. Obviously, this new situation requires developing new skills, both on the part of teachers and learners[2].

To prove the importance of computers in modern language teaching it has to be highlighted what computers can offer for teachers and learners. It is a popular belief that one of the main advantages of computers in education is that they make it possible to individualise the teaching-learning process. Learners can learn at a pace appropriate to their own level of language skills, which means that it is the

[2] Jones A. and Mercer N. Theories in Learning and Information Technology. In Scrimshaw, P. (Ed). Language, Classroom & Computers. London and New York: Routledge. 1993. – P.23

learner who determines the progress and often the range of materials being taught or practised. This enables one-to-one instruction, which can be hardly realised in conventional education. Moreover, computer programs are capable to provide learners with authentic texts.

Not only do learners use different types of knowledge and develop various skills while using computers, but they acquire new information often without being aware of the fact that they are learning. In addition, computer software never scolds learners, but generally gives positive feedback. In this way learning becomes real fun. Usually, learners' attention is more directly focused on the material because the computer requires more frequent responses than do typical classroom activities, and evaluates learners' work immediately.

It is generally admitted that using the Internet for learning changes the role of the tutor and the work of the learners. As Teeler and Gray point out, future language learners –who have an Internet-connection at home and spend lots of time in front of the computer – need to be guided rather than instructed, as they can find necessary information on the World Wide Web, and they keep in touch with their teacher and classmates by e-mail[3]. Moreover, Windeatt, Hardisty and Eastment reveal that when learners are working on the computers they pay little attention to their teacher. This requires more flexibility from the instructor in managing the lesson, and allows more time for working with individuals[4].

Whereas computers undertake a lot of teachers' tasks, it is still the tutor's responsibility to ensure that learners acquire the knowledge described in the syllabus. Definitely, teachers become co-workers and facilitators rather than leaders in the lesson. Besides, they operate as managers, as they have to pre-plan and organize learners' work.

Certainly, tutors have enormous responsibility in giving their learners the right amount of help. 'Children need to taste the success that will encourage them

[3] Teeler D., and Gray P. How to Use the Internet in ELT. Harlow: Longman. 2000. – P.14

[4] Windeatt S., Hardisty D. and Eastment D. The Internet. Oxford: Oxford University Press. 2000.– P.60

to better things, and a teacher can guide them towards that feeling, and show she experiences it also …'.[5]

On the other hand, computers are not able to replace teachers in every reflect. One of the shortcomings is their striking impersonality. As Richard and Janice Schreck point out, "the computer lacks the abilities of a human instructor, for instance, who can interpret facial expressions that indicate confusion or distress, or who can clarify and explain poorly presented segments of otherwise acceptable material whenever the need arises".[6] Undoubtedly, computers are often unable to help learners when they have difficulties. It is the teacher who not only instructs but pays attention to learners' personality too. In brief, computers complete tutors' work, and they have to be used in a balance with other techniques.

A lot of articles have been published that discuss the role of computers in language teaching. According to Cook's view, the varied uses of computers related to education can be divided into four major categories:

- Computers can be used in administration, for example in test management.
- They test and evaluate learners' knowledge.
- They can be applied as a classroom aid.
- They can be used in direct teaching[7].

On the other hand, Kenji and S. Kathleen Kitao devised three major categories for computer usage:

- "the computer as a teaching tool",
- "the computer as a teacher resource", and
- "the computer as a management tool"[8].

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[5] Fisher E. The Teacher's Role. In Scrimshaw, P. (Ed). Language, Classroom & Computers. London and New York: Routledge. 1993. – P.61

[6] Schreck R. Computer-Assisted Language Learning. In Celce-Murcia, M. (Ed). Teaching English as a Second or Foreign Language. Budapest: Akadémiai Kiadó. 1991. – P. 478.

[7] CookV J. Bridging the Gap between Computers and Language Teaching. In Brumfit, C., Phillips, M., and Skehan, P. (Eds.). Computers in English Language Teaching. Oxford, New York, Toronto, Sydney and Frankfurt: The British Council and Pergamon Press. 1995. – P.44

[8] Kitao K. Using Technology for Language Teaching. Archive of the mailing list TESL-L. Accessed 04, 08, 2003.

Both attitudes imply that computers' role in education is escalating, and they are becoming important aids both for learners and teachers. Obviously, the two categorisations overlap. Computers as teaching tools incorporate their use in direct teaching, in testing and as classroom aids. On the other hand, computers' use in direct teaching is a realisation of computers as teacher resources. An example of this is using the Internet in instruction. Consequently, the computer's role in education can be highlighted by investigating it as a teaching tool, and discussing the Internet as a learning resource.

Similarly to tape recorders and overhead projectors, also computers can be extremely useful teaching tools. They have a motivating effect that few other devices or techniques have. As an information technology teacher I have often experienced learners' enthusiasm for computer programs. They are highly motivated by tasks connected with computers. Scrimshaw declares that computers "have the potential to redefine the scope of the language curriculum"[9]. It is without doubt that computers promote and facilitate highly effective and motivating new learning experiences. They provide the best tools to catch learners' interest, and it is easier to develop language skills when learners are active. If they have the opportunity to interact with the computer, their attention rarely drops.

The additional advantage of computers to conventional classroom techniques is that tasks can be set according to the users' language ability. This is why computer-assisted instruction is considered to be learner-directed. Another important aspect is that learners get immediate feedback from the computer, which allows them to evaluate their own answers while the questions are still fresh.

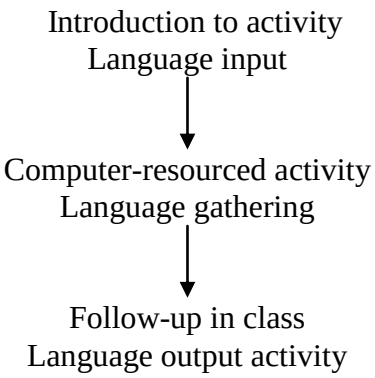
Used in the right place computers make language teaching very effective. The Internet, which is a relatively new area in education, is an impressive example for this, as it offers new possibilities for computer-assisted language teaching. Windeatt, Hardisty and Eastment call the Internet a tool which has great potential

[9] Scrimshaw P. Abstract. In Scrimshaw, P. (Ed). Language, Classroom & Computers. London and New York: Routledge. 1993. – P. 5

in the language classroom, but its effectiveness in practice depends to a large extent on the way it is exploited by teachers and learners.

It is evident that teachers face new challenges while using computers during the language lessons. Obviously, learning to use it effectively takes a lot of energy and time. Lessons have to be planned well ahead to avoid confusion. Instructions given to the learners have to be also carefully constructed, at least until learners get used to the program.

Although it is widely emphasized that computer lessons are motivating, many teachers who are still unconfident in operating computers are afraid of them. The other extreme is when the purpose of computers in the classroom is over-exaggerated. According to Michael Carrier, to make it rewarding computer use has to be closely linked to traditional activities in the classroom. He suggests that computer lessons need to be designed as a "methodological sandwich"[10]:



Pedagogical technologies CDs that are becoming widespread in education offer outstanding materials that can be very well incorporated into conventional lessons. Above all, they give learners access to electronic dictionaries, encyclopaedias and thesauruses. They are more up-to-date and easier to use than those in book form. Another effective tool is the Internet, where learners can use online resources that provide them with an incredible amount of information. Computer-based teaching materials are constantly improved and developed to be more sophisticated and to make better use of the advantages of computers.

[10] Carrier M. ELT Online: the Rise of the Internet. ELT Journal, 3. 1997. – P. 280.

The World Wide Web as an immense database is the most user-friendly interface on the Internet. We entitle it “a process, a means, a way of communicating between computers connected to the Internet as a transmission medium”. It is a pedagogical technologies resource based on a system of links that is called hypertext. When clicking on a highlighted word or picture users are transported to that location. Links are also used to view large pictures and to download video or audio files from distant computers. It is this user-friendly application that has made the World Wide Web extremely popular. It has to be pointed out that the term Web and Internet are often used interchangeably, which is not incorrect, as most services of the Internet can be used through a web browser. Since the hypertext format became widespread, the Internet has been widely used in education.

The World Wide Web is a fertile source of information. As a vast virtual library it offers a seemingly endless range of topics to choose from. Its great advantage is that as a paperless medium it escapes the size restrictions that are characteristics of printed books. Limitations in scope are only determined by the computer facilities and users’ speed of access. It is also important to mention that while some of the content of the Internet is several years old, much of it is updated on a regular basis: monthly, weekly or daily. The latest news can be obtained without buying a large number of publications, and also documents that are not available in print can be found on the Net. The World Wide Web works as a mediator that connects people who create interesting study material with those who want to study it. It is the service that it offers, not the Internet as object that can be of use to many people. Some of the facilities of the World Wide Web are joining distance-learning courses, accessing distant databases, communicating with other people and reading journals or newsletters.

The World Wide Web has a lot to offer for language teachers. Firstly, teachers can subscribe to mailing lists related to teaching English as a second language (TESL) or teaching English as a foreign language (TEFL), and can communicate with colleagues and professionals to discuss methodological issues. The Internet is

an excellent ground to share practical ideas with other language teachers. Secondly, the Internet is a store of information about latest inventions and teaching materials. Tutors can read electronic journals and newsletters with the help of the Internet. Furthermore, there are a growing number of materials on the Web especially designed for English language lessons. The World Wide Web makes it easier to find alternative texts and activities that course-books cannot provide. Moreover, teachers can find authentic texts and ready-made exercises that can be used with great success in the language classroom. However, finding useful information on the Web requires experiment and decision making. The variety of resources is so great that deciding how to use them is a challenge in itself. It is important to investigate Internet materials as critically as materials from any other source would be looked at, and where necessary they should be adapted to suit the instructor's situation. As Cerf states, every computer-mediated task can be tailored to meet the teacher's methodological goals. He underlines that any technological application is characterized by the teacher's methodological design[11].

Educational centres help teachers to access appropriate material. The primary goal of these centres is to improve instruction, so they provide a vast database of educational research and articles on topics related to teaching, learning and educational management. Additionally, there are special sites dedicated to different fields of studying, such as linguistics, literature or teaching English as a second or foreign language (ESL or EFL).

Jarvis examined the role of the World Wide Web in teaching English as a foreign or secondary language. There are two types of web sites available to teachers: those created for other purposes, for real-world users, and those designed specifically for English language teaching (ELT) lecturers or learners. English speaking sites provide excellent possibilities to meet authentic texts. On the other hand, Jarvis points out that the Web is not the only medium in which learners can be exposed to an authentic learning experience; although as a pedagogical tool it is

[11] Cerf V. A Brief History of the Internet and Related Networks. http://www.isoc.org/internet/history/cerf.html. Accessed 02, 02, 2004.

extremely motivating. However, activities found on EFL dedicated Web sites cannot be termed authentic task because they are designed to develop language skills, and are not likely to occur outside or beyond the language classroom. Jarvis does not deny the value of EFL dedicated Web sites, nor is he underestimating the importance of non-authentic tasks. On the contrary, he thinks that both are essential for meaningful language development, and there is room for a combination of authentic and non-authentic tasks within a lesson (1997). For learners who are studying other subjects too, there are a number of additional language-learning possibilities. If they consult the World Wide Web for information on other subjects, much of the information they will find is likely to be in English. Language teachers may be often asked by the learners or by other teachers to provide language support for other subjects. In any case, these texts facilitate the development of learners' language abilities, and make them able to read and understand authentic materials, which is the pedagogical goal of using the Internet in teaching.

Here we have the following principles on using computer technologies in English teaching.

Based on the theories discussed above and predecessor's research as well as my experience of using pedagogical technologies in English teaching in the academic lyceum, I put forward some principles for English teachers when applying pedagogical technologies in their teaching hoping it will bring some help for their English teaching.

Principle One: Pedagogical technologies -Playing an Assistant Role

Pedagogical technologies English teaching is literally translated as "computer-assisted English instruction." The word "assisted" has already shown the role and function of pedagogical technologies in English teaching. The role of the teacher is to instruct and guide learners to participate actively in the classroom activities, this positive psychological impact cannot be achieved by any form of pedagogical technologies. Therefore, regardless of how pedagogical technologies has changed the English teaching, it plays only an assistant role in English teaching.

Principle Two: The teacher – Playing a Leading Role

In the traditional English teaching, the teacher's leading role is mainly reflected in that the teacher is the "narrator" of knowledge and "communicator" of message. In pedagogical technologies English teaching, whereas, the traditional role of English teachers and their teaching mode have met a hit. This will inevitably require English teachers to update their ideas, establish a correct value on education, knowledge, and talents. In pedagogical technologies English teaching, the role of English teachers has shifted from "teaching" to "guiding". They now are "mentors", "designers", "collaborators" and "helpers" that help learners to construct their own knowledge. Therefore, "leading" is not the "leader or leadership": teachers' words are military orders and learners passively learn what the teacher has instructed. The truly meaning of "leading" refers to "guide or guider." The teacher designs the teaching process to guide learners to participate fully in the teaching process, to improve learners' listening, speaking, reading, writing and translation abilities.

Principle Three: Learners – In the Center Position

Constructivism puts learners in the center of learning. In pedagogical technologies English teaching, learners are participants in the process of teaching. Learners should clearly know their roles and put themselves in all kinds of activities. In this way high quality of teaching can be achieved. In short, in teaching process, learners are not passive recipients of knowledge; they should actively participate in a variety of teaching practice because they are the center of learning.

Principle Four: Combination of Traditional Teaching with Pedagogical technologies English teaches should combine the traditional English teaching with pedagogical technologies, adopting both the advantages of traditional English teaching and pedagogical technologies and make the best use of pedagogical technologies to improve their English teaching.

Computers were introduced into language learning in the 1980s. In his article, Warschauer reveals that computers were not integrated in the language lesson at

the beginning, but were viewed as outside instruments[12]. He emphasizes that modern approaches to language teaching require online interaction with authentic texts. Internet based activities are ideal for this. The great advantage of the Internet over earlier computer-assisted language learning (CALL) is the fact that it is not necessary to learn how to operate a large number of programs. The Internet can be used effectively with only two pieces of software: a browser to allow access to the pages of the Web and an e-mail program.

While original CALL tended to be too restricted to drill and practice, pedagogical technologies and Internet-based learning provide a wide variety of information sources. Although there is a fear that learners meet grammatically inaccurate language on the Web, it is teachers' responsibility to make sure that learners use the language effectively, and their work does not become a "pedagogically passive set of activities –click here, click there, listen, read, click" [13](Carrier, 1997). Consequently, proper balance has to be found in the application of computer-mediated tasks in the English lesson. From the learners' point of view, computers offer a relaxed atmosphere. Windeatt, Hardisty and Eastment describe them as the "medium of the second chance", because the activities usually let learners try more than once to get an answer right, and of "risk-taking", because they can make mistakes without their teacher's or classmates' knowing.[14]

Although the Internet cannot teach learners to speak English in itself, as a resource in the hands of a skilled teacher it can provide a wealth of authentic materials, with which the teacher can build motivating and productive activities. It should also be said that the Internet does not require or provide a new or unique set of language goals or methodologies. The main focus is on Internet activities, such as reading, writing and information processing skills, although learners also develop their vocabulary skills through extensive reading of Internet materials.

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[12] Warschauer M. CALL vs. Electronic Literacy: Reconceiving Technology in the Language Classroom. www.linguanet.org.uk/research/resfor2/warsum1.htm. Accessed 08, 14, 2002

[13] Carrier M. ELT Online: the Rise of the Internet. ELT Journal, 3. 1997. – P. 23.

[14] Windeatt S., Hardisty D. and Eastment D. The Internet. Oxford: Oxford University Press. 2000. – P.40

Texts taken from the Web can be used at any language level, only tasks have to be graded according to learners' knowledge. A great advantage of the Internet is that a whole language course can be built on it, which is a relatively new field of language education. Moreover, lessons can be made attractive by allowing learners themselves to choose the kind of material they work with, and by varying the tasks they are asked to perform.

If teachers want to use computers in their lessons to complete traditional language learning, they can find additional material to the topics discussed in the classroom lessons. Ideas can be taken from course-books where some activities are not challenging enough for learners. Analyzing the shortcomings of these activities may suggest an area of the Internet that can be used to create a task. Finding materials designed particularly for ELT is considerably easier than locating authentic materials on a particular topic, as language materials are still limited in number.

An excellent place to begin a search is at one of the gateway sites that make it possible to access remote databases without knowing the location of the site in question. They contain links listed according to topics and provide users with quick and easy access to a great number of educational resources on different university, non-profit and commercial sites.

Having chosen a site, it is a matter of time and creativity to design an activity that suits teacher's objectives and the area or site they have selected. However, it is important to remember that there is no sense in doing exercises on the World Wide Web when they can be equally well done offline with paper and pen. According to Teeler and Gray, before designing an Internet-based activity it is necessary to consider its advantages, the range of learners involved and the time required[15]. A task is really beneficial for learners when it activates different kinds of learning styles.

Unfortunately, it is sometimes impossible to establish an Internet-connection in the language class. An easy solution to the problem of limited access is printing

[15] Teeler D., Gray P. How to Use the Internet in ELT. Harlow: Longman. 2000. – P.65

materials from the Internet and giving them to learners. The World Wide Web offers a rich variety of photocopiable sheets that learners can do offline. In addition, some online sites can be also operated offline after they have been once loaded. An example for this can be found at Study zone where vocabulary exercises can be done the same way offline as online[16]. A relatively new facility of the Internet is online lyceum. It is an increasingly popular English-learning tool, especially among learners who do not have time to attend a regular English class or visit an English-speaking country. Some learners choose an online course because materials can be completed alone, without the aid of a teacher. However, the teacher is available at all times to answer any questions and correct learners' work, which gives language learners a sense of security. Although the World Wide Web is an excellent resource of authentic texts, articles have to be looked at critically, as most of the materials have not been produced for learners of English. Native speakers often use idiomatic expressions that are unsuitable to use in the classroom. Moreover, some sites may contain grammatical mistakes, as they are not checked for language accuracy. When articles are printed out and given to learners greater care has to be taken of grammatical correctness, as this material may serve as an example for learners' works.

1.2. Analysis of researches in using of innovative technologies in educational process

Methods of teaching English with computer technologies consider one of the most effectual methods of teaching for foreign languages, as the psychological-pedagogical basis considers as activity, which influence to development of psychological personality. We should pay attention to the use of communicative technologies in teaching foreign languages at lyceum according to requirements of teenager. Intelligent processes are activated in the chats, and improved to the motivation of teaching of foreign languages.

[16] http://web2.uvcs.ca/elc/studyzone

Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills – speaking, listening, writing and reading.

Many people are afraid of new technology and, with the increasing presence of the Internet and computers; the term technophobe has appeared to refer to those of us who might be wary of these new developments. More recently, the term digital native has been coined to refer to someone who grows up using technology, and who thus feels comfortable and confident with it - typically today's children. Their parents, on the other hand, tend to be digital immigrants, who have come late to the world of technology, if at all. In many cases, teachers are the digital immigrants and our younger learners are the digital natives.

The basic skills we do need before starting teaching English with computer technologies: how to use a simple word processing program (e.g. Microsoft Word), how to use e-mail and how to use chats and use the Internet.

We will also need some essential equipment in order to get the most out of this qualification paper, and to start to implement technology with your learners:

- at least one computer (preferably one per two learners).
- an Internet connection.
- a Printer.
- an audio card in the computer, and a headset (audio and microphone) for every computer.
- Basic software (a word processing program, a web browser like Internet Explorer, Firefox, Safari or Mozilla, and an email program).

Using websites is one of the easiest and least stressful ways of getting started with technology in the classroom. There is a large and constantly expanding collection of resources on the web, at a variety of levels and covering an amazing array of topics. We can choose from authentic (written for Internet surfers in general) sources or Ell-specific sites (made by, and for, teachers), monolingual or

multilingual sites, sites with pedagogical technologies, or just simple text, for those on slower connections[17].

The web is a source of content which can be used as a window on the wider world outside our class, and is - of course - a readily available collection of authentic material.

There are many ways of using email with learners, from simple administrative tasks such as the submission of assignments or homework via email, to more complex e mail Researches, involving groups in different countries over a number of weeks, a semester or, even over an academic year. Below we outline some ideas for using e-mail outside the classroom. The ideas require learners to have their own email accounts, and access to a computer outside class time, either at home or work, in a self-access center, or in an Internet cafe[18].

There are many reasons why you might want to create and use your own electronic materials in class. Firstly, you will be able to provide extra practice for weaker learners, and consolidation and review exercises for groups. Secondly as you build up a collection of your own resources with your own learners' needs in mind, you will start to generate a large bank of materials which can be used in class or for self-study at any point in the future. In class these kinds of materials can provide a change of pace and can be highly motivating.

Learners often enjoy the chance of competing against the computer with these kinds of discrete answer exercise types. If time is spent on feedback, you can check which language areas learners have had problems with and provide further practice materials if necessary.

Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades- one might argue for centuries, if we

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[17] Hoven D. Improving the management of flow of control in computer-assisted listening comprehension tasks for second and foreign language learners. Unpublished doctoral dissertation, University of Queensland, Brisbane, Australia. Retrieved July 25, 1999 from the World Wide Web: http://jcs120.jcs.uq.edu.au/~dlh/thesis/.

[18] Garrigues M. Teaching and learning languages with interactive videodisc. In M. D. Bush, A. Slaton, M. Verano, & M. E. Slayden (Eds.), Interactive videodisc: The "Why" and the "How." (CALICO Monograph Series, Vol. 2, Spring.) Provo, UT: Brigham Young Press. 1991. – P. 37-43

classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s and are still used in classrooms around the world.

Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities.

Probably one of the best-known early CALL activities is that of text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching[19].

As access to Information and Communications Technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology.

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years. There are many reasons for this:

– Internet access- either in private homes or at Internet cafes- is becoming increasingly available to learners.

– Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to

[19] Gassin J. Interkinesics and Interprosodics in Second Language Acquisition. Australian Review of Applied Linguistics 15(1). (2002). – P. 97.

bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.

– English, as an international language, is being used in technologically mediated contexts.

– Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.

– The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.

– Technology is offered with published materials such as course qualification papers and resource qualification papers for teachers.

– Learners increasingly expect language lyceums to integrate technology into teaching.

– Technology offers new ways for practicing language and assessing performance.

– Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access center; it can also be used at home, on the way to lyceum and in Internet cafes.

– Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills – speaking, listening, writing and reading.

The contexts in which teachers are working with technology can vary widely, and the access that teachers have to computers – the so-called digital divide – will affect what we can do with our groups in terms of implementing technology. A general lack of ICT training for teachers also means that we still have some way to go until the normalization of technology in language teaching, where the use of technology in teaching becomes as natural as the use of qualification papers or pens and paper[20].

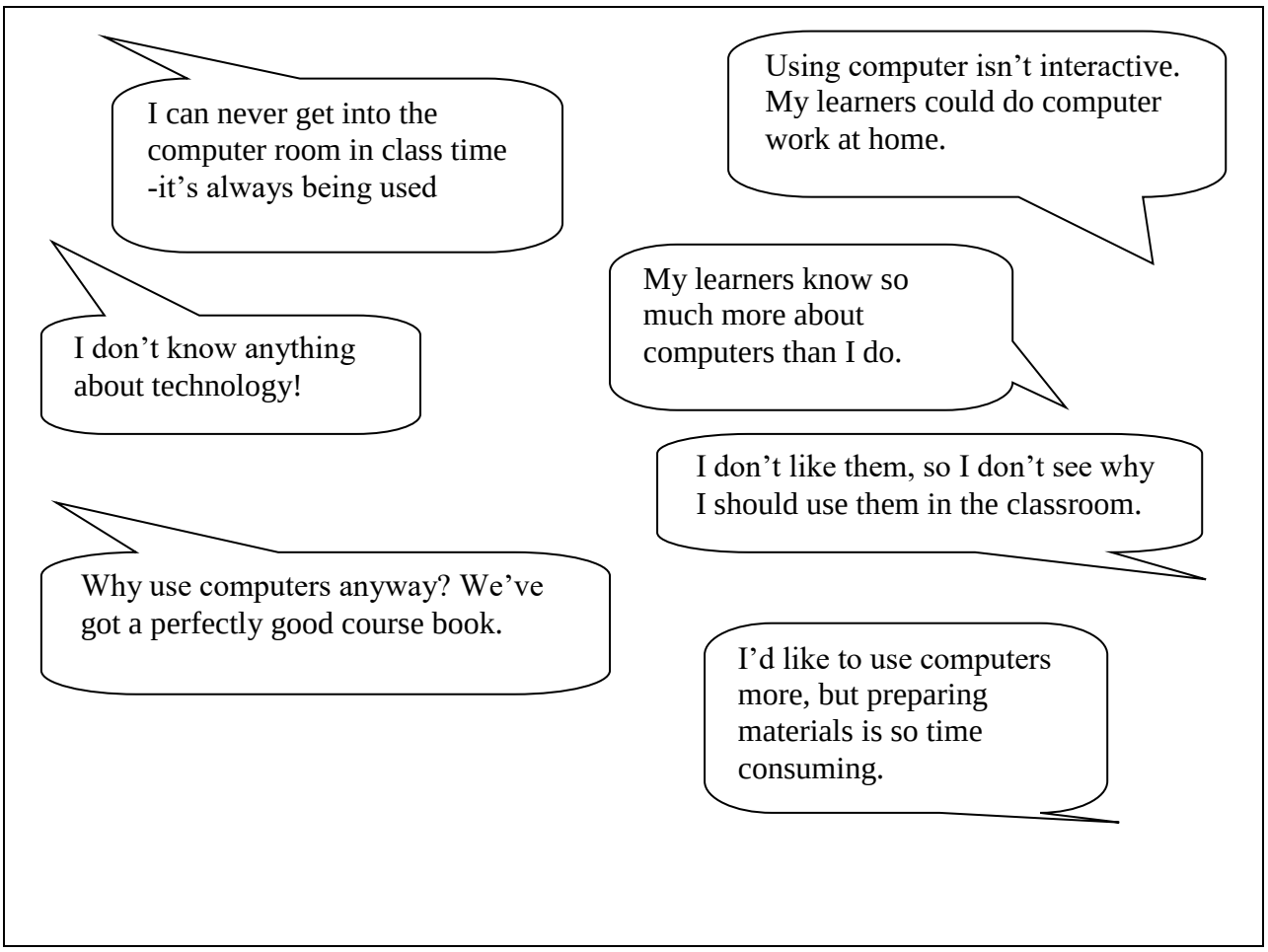
[20] Fidelman C. G. Extending the language curriculum with enabling technologies: Nonverbal communication and interactive video. In K. A. Murphy-Judy (Ed.), NEXUS: The convergence of language teaching and research using technology. Durham, NC: CALICO. 1997. – P. 31

Many people are afraid of new technology and, with the increasing presence of the Internet and computers; the term technophobe has appeared to refer to those of us who might be wary of these new developments. More recently, the term digital native has been coined to refer to someone who grows up using technology, and who thus feels comfortable and confident with it - typically today's children. Their parents, on the other hand, tend to be digital immigrants, who have come late to the world of technology, if at all. In many cases, teachers are the digital immigrants and our younger learners are the digital natives.

Think about yourself. Where do you stand? How confident do you feel about using the Internet and computers? Although there is a tendency to call computer users either technophobes or technogeeks (a term for a technology enthusiast) the truth is that most of us probably fall somewhere between the two extremes.

A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. It is also often the case that teachers may not be fully in control of their work situations. A teacher may want to use more technology in their teaching, but the lyceum may not have the facilities, or, on the other hand, a teacher may be instructed to start using technology for which they feel unprepared or untrained.

Figure 1. Here are in a few of the more negative comments we've heard from teachers in lyceums we have visited or trained in:



Here are our responses to these comments:

1. Timetable when you are going to use the computer room well in advance and use a qualification papering form which covers several months or a term. Put this qualification papering form on the door of the computer room so that all teachers and learners can see when the room will be used, and by whom. You can use the computer room regularly for Research work or regular self-study work.

This can easily be timetabled in advance. You might also want to negotiate with the lyceum about the possibility of having one computer in your classroom. Some activities can be done using a single computer in the classroom.

2. Some computer-based work can be done alone, for example using CD-ROMs but a lot of ideas for using technology and the Internet explored in this qualification paper involve pair- and small-group work. The ideal scenario is to have one computer available per pair of learners, but many activities can also be

carried out using a single computer with a whole class or with small groups of learners (three to four) per computer.

3. This is an often-heard remark, and reflects a very real lack of training in the classroom use of technology in ELT. When pressed, teachers usually admit that they do in fact know a bit about technology - they usually know how to use email, a word processing program and the Internet. This knowledge is certainly enough to get started with using technology in the classroom as you will see in this qualification paper. The lack of ICT training in ELT is an issue which is slowly being addressed by training bodies, and there are also several online teacher development groups dedicated to exploring and learning about the use of technology in the classroom for teachers to join.

4. This remark is often true for teachers who teach younger adults, or young learners, and who, like the teacher making comment 3, may have received no training in the use of technology. However, having learners in the class who know more about technology than you do is no bad thing. When starting to use technology in the classroom, teachers can rely on these more technologically knowledgeable learners for help and support. Learners are usually delighted to be called upon to help out, and to get a chance to demonstrate their skills and knowledge in this area.

5. The use of technology in the classroom does not replace using traditional materials such as a black/whiteboard or a course-qualification paper - rather, technology tools are used to complement and enhance regular classroom work. Imagine that a unit in the course qualification paper deals with animals in danger of extinction. Technology can be used to do complementary activities such as a data collection email Research or a web quest on animals in danger of extinction or even to create a podcast on the topic. The teacher can produce additional electronic materials to review course-qualification paper material on the topic, too.

6. This dislike and fear of computers is often expressed by teachers who have had negative experiences with technology in the past. The best way to address the situation is to make teachers aware that they already have certain technical

skills - they probably know how to use a tape recorder in the classroom for example, and often already use technology in their personal lives, such as an MP3 player, the Internet or email. In other words, rather than dismissing very real fears, these need to be acknowledged and addressed. The technophobic teacher needs to be encouraged to get started by implementing simple, undemanding technology with learners. Using a ready-made web quest from the Internet, for example, is a good way to start. Teachers also need to realize that technology does and will break down occasionally, and that it's always good to have a backup plan that doesn't require the use of technology. Also, providing good training in the use of technology in the classroom through face-to-face workshops or online courses is key to encouraging the long-term acceptance and use of technology by technophobic teachers.

7. Making new materials from scratch can be time-consuming, both for paper-based groups and for groups using technology. Teachers need to collaborate in lyceums and pool resources and lesson plans, as well as use the technology-based resources that most commercial course-qualification papers provide nowadays. Typically, a course-qualification paper will have its own web pages on the publisher's website; a list of recommended websites to visit for each unit, a CD-ROM and/or DVD, and occasionally teacher support online, in the form of frequently asked questions (FAQs), or discussion forums.

What does a teacher need to know to be able to use technology in the classroom? Well, you do not need to have any specialist technical knowledge or skills, much as you don't need to be a mechanic to know how to drive a car!

The basic skills you do need to have in place before you start reading this dissertation paper are how to use a simple word processing program (e.g. Microsoft Word), how to use e-mail and how to access and use the Internet. By reading this qualification paper, and trying out the activities suggested with your learners (with plenty of step-by-step help provided in the tutorials on the CD-ROM

if you feel you need it), you should be able to greatly increase your ICT skills set, and to feel a lot more confident about using technology in the classroom[21].

You will also need some essential equipment in order to get the most out of this qualification paper, and to start to implement technology with your learners:

- at least one computer (preferably one per two learners).
- an Internet connection.
- a Printer.
- an audio card in the computer, and a headset (audio and microphone) for every computer.
- Basic software (a word processing program, a web browser like Internet Explorer, Firefox, Safari or Mozilla, and an email program)[22].

As we saw above, teaching contexts and teachers' access to computers and technology can vary widely. While reading this dissertation paper, you'll find plenty of activities which can be done if only one computer is available in class. However, access to a computer room to which you can take your class will provide more opportunities for implementing technology for both you and your learners.

It is worth bearing in mind that the layout of your computer room will directly affect the types of activities you are able to do with your learners, and how they interact with one another and with you. A layout which has computers at desks around the walls, facing the walls, with a large table in the centre of the room, allows the teacher to walk around and easily see what the learners are working on and what they're looking at on the computer monitors (screens).

The central area provides an easily accessible space where learners can go when they don't need the computers, and for when we might want to do more communicative group work[23]. If the central space is reasonably large, more movement and activity is possible in the center of the room; this will offer up more

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[21] Felix U. Theater Interaktiv: pedagogical technologies integration of language and literature. On-CALL 9. 1995. – P. 14.

[22] Eastment D. Quality Sites on the World Wide Web. Where are the Good Web Pages? Modern English Teaching, 2. 1998. – P.70.

[23] Ellis R. Understanding second language acquisition. Oxford: Oxford University Press. 2005. – P.23

opportunities for kinesthetic learners, and the chance to use games and physical activities with younger learners away from the computer monitors.

Of course, few of us are lucky enough to be able to choose how our computer facilities look, but it may be possible for you to make some small changes in the work environment so that it's more comfortable to work in the room, and easier to teach in. It's well worth considering how your institution's computer room could be made more user-friendly for you and your groups.

1.3. Linguadidactic potential of teaching modern English through pedagogical technologies

In a short period of time English displaced other languages and became the leading means of communication worldwide. Its domination continues to extend. The modern world of media, mass communication, and Internet demands a good knowledge of English, especially of spoken English. Every person wishing to get the benefits of modern education, research, science, trade, etc., knows that it is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position.

Thus, the problem of teaching English to learners, especially the problem of oral communication has not yet been solved, and one can find much to explore in this field. Because of the significant role of speaking, many researchers like Bailey and Goh have proposed methods to enhance speaking skills by means of syllabus design, teaching principles, types of tasks and materials, and speaking assessment.

This issue has also been in the focus of such researchers like Galskova N.D., Gez N.I., Passov E.I., Rogova G. V., Shchukin A. N., and Skalkin V. L. Working on it they proposed ways to enhance speaking skills of Russian learners with the help of different methods of teaching, the use of appropriate exercises, and learner-centered approach to studies.

Most researchers are sure that, since speaking is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills, so that these integrated skills will enhance the learners' ability to communicate. Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations.

In general, for learners it is essential to understand spoken utterances and give appropriate answers. Communicative competence, the ability and readiness to communicate (speaking and listening comprehension) is thus formed. To achieve this, learners should be given integrated tasks which help them develop both skills. The aim of this article is to define the strengths and weaknesses of speaking skills of today's learners in Russia and to demonstrate the possibilities of enhancement of the speaking skills of learners learning English.

Research suggests that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages learners to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier.

As these strategies contribute to vocabulary learning in different ways, they should be combined to make language learning effective[24]. Moreover, techniques are used with greater advantage if learners are aware of the aim of the different tasks.

In pedagogical technologies tasks the same content is presented through texts, graphics, sounds and motions, which offer opportunities for a variety of learning styles and build multiple paths in memory. As learners simultaneously see and hear the same information, it is easier to recall it. The same is true for pedagogical

[24] Adair-Hauck B. & Donato R. Foreign language explanations within the zone of proximal development. The Canadian Modern Language Review 50(3). 1994. – P. 534.

technologies drills, most of which are programs in game formats[25]. They encourage quick response, and their fun factor helps to build a positive attitude towards learning while habit formation is going on. A considerable advantage of computer-based drills over paper-based ones is the ability to offer immediate feedback to learners. The World Wide Web is fundamentally a pedagogical technologies medium, as it has a graphical presentation system which also incorporates audio and video files. In addition, free programs are available on the Internet that enable learners to listen to and watch spoken news extracts from radio or TV sites. Some experts, such as Hoven are convinced that CD-ROMs and DVDs are likely to become obsolete with time, and the long-range goal is to transmit everything through the Internet.[26]

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent pedagogical technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. In those environments use of humor, role playing, words –words approach, Z-A approach are the ideas that can very well be practiced.

Undoubtedly, the development of Internet and computer technologies have greatly accelerated in the last years, and the World Wide Web is becoming one of the main forces of information. However, other types of media have equally important role in people's life[27].

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[25] Taylor L. Teaching and Learning Vocabulary. New York, London, Toronto, Sydney, Tokyo: Prentice Hall. 1990. – P.52.

[26] Hoven D. Instructional design for pedagogical technologies: Towards a learner-centred CELL (Computer-Enhanced Language Learning) model. In K. A. Murphy-Judy (Ed.), NEXUS: The convergence of language teaching and research using technology. Durham, NC: CALICO. 1997. – P. 101

[27] Armstrong D. F., Stokoe W. C., & Wilcox S. E. Gesture and the nature of language. Cambridge: University of Cambridge. 1995. – P.33

As technology continues to advance, we have ever-increasing opportunities to present content and to create rich, technology-based environments and experiences where learning can occur. Technology can take us to new places; technology can support new connections with others around the world, which means new perspectives and experiences. Such opportunities will certainly result in many types of learning. The need to design new research methods and techniques that support further understanding of how people learn from technology and how educators can use technology to support learning endeavors will continue to challenge. Thoughtful attention to the content that is developed and the availability of that content to learners via technology will enable educators to ensure that such opportunities benefit the learning of learners in their charge.

Learning foreign languages is impossible to imagine without the use of pedagogical technologies learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture.

The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate learners.[28]

The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of pedagogical

[28] Problems of application of pedagogical technologies technology in higher education // High technology in the pedagogical process: abstracts Interuniversity Scientific Conference university professors, scientists and specialists. Frolov N. H. — Nizhny Novgorod, VSPI, 2000. — pp.96–98

technologies technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow learners to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one lyceum, or the Internet — a global network of millions of users.

These advantages allow us to conclude that pedagogical technologies have great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), pedagogical technologies learning provides almost limitless opportunities for teaching and learning.

In recent years, there has been a tendency in the education system of Uzbekistan to change the learning paradigm, such that lyceums are transitioning from transfer of knowledge to learners in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by learners, high lyceums can enhance the process of learning, teaching methods, and forms of work organization that will develop the ability to learn, find needed information using a variety of information sources, and learners' cognitive independence.

Modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds,

exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes.

Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all learners in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills.

Among the various types of innovation, as shown by the results of a survey conducted in the universities of the CIS, teachers are most familiar with training through the use of pedagogical technologies tools.

Pedagogical technologies is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of self-employment.

The use of pedagogical technologies in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from

education to self-education; a positive emotional background for training; and linking theory to practice. In addition, pedagogical technologies is supported by pedagogical technologies programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling.

Pedagogical technologies acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.

2. Provides opportunities to identify and support learners with linguistic abilities.

3. Represents the basis of distance learning.

4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5. Creates an artificial language environment, allowing the study of foreign languages (FL) at learners' own pace, increasing the independence and responsibility of learners when organizing FL training for all age groups.

6. Pedagogical technologies is new and apparently has limitless possibilities for creation of means of graphic clarity.

Pedagogical technologies (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of pedagogical technologies in the learning process. These include:

1. Lack of ability of existing education systems to make active use of pedagogical technologies, and to integrate it into the educational process and its organization;

2. Lack of qualified developers;

3. Lack of a developed methodology of pedagogical technologies;

4. Lack of financial resources for the creation and widespread adoption of pedagogical technologies;

5. The device is not designed evaluation.

In order to introduce pedagogical technologies in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of pedagogical technologies. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant.

Currently, most lyceums and universities in our country are equipped with pedagogical technologies rooms for English language learning. These rooms have computers, projectors and interactive whiteboards.

Thus, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning.

Unfortunately, at the present time, the use of pedagogical technologies to intensify individual work in the study of foreign languages is largely constrained by the high cost of computer equipment, as well as the lack of a sufficient number of theoretically grounded and experimentally tested computer programs intended for independent foreign language learning.

In general, a situation currently exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into practice; and on the other, there are many disparate programs that do not have a serious theoretical basis. This is due primarily to complexity and insufficient development of a theory of the concept of pedagogical technologies technology as a didactic tool.

Summary of 1st chapter

The role of computers in language teaching has changed significantly in the last 30 years. We have come a long way. There is still a long way a head to go. In the past, utilization of computers were limited to text and only simple simulations and exercises, primarily gap-filling and multiple choice drills were used.

Technological and pedagogical developments now allow us to more fully integrate computer technology into the language learning process. Pedagogical technologies programs, such as speech-recognition software, concordance software and moreover Internet provide us opportunities and create an ideal environment to communicate in the target language and accordingly facilitate learning a foreign language in an ESL situation in general and for EFL situation in particular.

However it is necessary to evaluate the present position and future possibilities, the achievement of CALL which depends on software and hardware availability and also on the orientation of computer-assisted curriculum. By this careful evaluation, the shortcoming and limitations would be recognized and necessary steps would be taken to cure the remedies and strengthen the positive points.

Computer technologies are become more and more popular in English teaching. It is one of the best means to motivate vocational learners' interests in their English learning. It also allows English teachers flexibly to present their curriculum in an innovative manner. However, when English teachers are using pedagogical technologies in their teaching, they should pay attention to the four principles mentioned above. Only if they draw close attention to these principles can the teaching efficiency be achieved.

Computer technologies are also changing the classroom experience. From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of pedagogical technologies and the spawning of a technologically-savvy generation of youths.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the learners community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

The traditional English teaching is teacher-centered and learners only passively accept what the teacher has instructed. What's more, the content is monotonous, so it is quite difficult to stimulate learners' interest in English learning. Pedagogical technologies English teaching combines text, images, audio and video together making English teaching vivid and interesting so as to attract the attention of learners and stimulate learners' interest in English learning.

At the same time, learning is not a guaranteed outcome. Lack of purpose in the design of instructional content and the strategies employed to present that content in a technology-based environment can cause programs to fail. And once in the classroom, even a well-designed program can fail. With ever increasing choices for both technology (i.e., films, video, pedagogical technologies, or Internet) and content, the need is unprecedented for thoughtful, purposeful use, carefully aligned with complementary classroom instruction and desired learning outcomes.

CHAPTER II. TEACHING ENGLISH VIA EDUCATIONAL TECHNOLGIES

2.1. The innovative pedagogical techniques

The teaching of EFL is, in many ways similar to the teaching of English in general although there are features that are typical in different specialized subjects and that EFL should be recognized as an approach. According to Hutchinson and Waters, the approach to EFL should be based on the learner's needs in their reflective specialized subjects. EFL teaching should be based on the principles of effective learning and teaching language for general purposes. Hutchinson and Waters further state that in the past, the teaching of EFL was primarily concerned with the linguistic aspects of the language. Now, it has shifted towards developing communication skills and learning is very much directed by specific learner's needs for mastering the language.[29]

Hutchinson and Water's view of EFL points to the importance and roles of learners both in the design of the course and its implementation in the teaching and learning processes. Crocker also recognizes that EFL courses are similar to language instruction in general which puts more emphasis on language use. The obvious difference is in the focus of interest. While English for general purposes emphasizes language proficiency, EFL courses emphasize "something outside of the language through the medium of language"[30]. This statement views language mastery as a necessary prerequisite skill that learners must have in order to function well in their future workplace. Unlike English courses in general, an EFL course is a means not an end in itself. Crocker is also of the opinion that EFL should he regarded as an approach to language teaching. McDonough states that although the interest and development of EFL has been very rapid since 1960s, the EFL teaching should not be recognized as a separate development which is very much different from language teaching in general. According to McDonough,

[29] Hutchinson & Waters. English for Specific Purposes. New York: Cambridge University Press. 1987. – P. 18-19

[30] Crocker T. Scenes of Endless Science: ESP and Education. The ESP Teacher: Role, Development and Prospects. *ELT Documents* 112, 7-15. London: The British Council. 1981. – P. 8

should be taken as an instructional activity which has its own emphases and range of activities which are not totally different from other areas of language teaching[31]. Swales describes his experience in EFL programming in the third world. He states that flexibility in the program design and implementation are important because there are constraints at institutional and socio-cultural levels[32]. In general use of information technologies in classrooms reported to improve self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, more active processing resulting in higher-order thinking skills and better recall, gain confidence in directing their own learning.

However, there are also some problems with the application of the information technologies in the educational process. We still cannot define the best method of work with the computer programs. Moreover, some teachers do not believe in the positive effects of the CALL. And others just can not manage to master the skills of work with new tools.

Anyway, we should not forget, that the effectiveness of computer-assisted language learning cannot reside in the medium itself but only in how it is put to use. Those who expect to get magnificent results simply from the purchase of expensive and elaborate systems will likely be disappointed. But those who put computer technology to use in the service of good pedagogy will undoubtedly find ways to enrich their educational program and the learning opportunities of their learners.

Nowadays importance of information technology in educational sector is well known. Information technology helps the learners, as well as, the teachers in studying the course material easily because of fast access. Studying the subjects with the help of online libraries and dictionaries has made grasping and increasing the knowledge easy for the learners. The inclusion of information technology in the syllabus in lyceums, colleges and universities has helped them in grasping the

[31] McDonough. J. ESP in Perspective: A Practical Guide. London: Jo McDonough. 1984. – P.23
[32] Swales J. The Educational Environment and Its Relevance to ESP Programme Design, pp. 61-70. ELT Documents Special. London: The British Council. 1980. – P. 82

subject well and getting their basics cleared. Since, many educational centers have the online grading system, it has been a boon for the parents of the children to keep a tab on their performances. Parents can also get the details of the attendance record of their child. With laptops, tablet computers and other mobile devices playing an increasingly important role in education today, developing an understanding of information technology- both as its own topic and as a part of other subjects- is becoming more vital. The information society challenges the education system. In recent years, the speedy, effective and global communication of knowledge has created a new foundation for co-operation and teamwork, both nationally and internationally. The increasing role played by information technology in the development of society calls for an active reaction to the challenges of the information society. Advancements in information and communication technology can play an important role in preparing learners to apply what they learn in any subject to finding their place in a global workforce.

Information technology may assist in the facilitation of learning or serve as the actual educational structure allowing learning to occur. Information technology benefits both traditional education institutions and online educational models in fundamental ways. For example, pedagogical technologies presentations, knowledge-management software, video conferencing, cloud computing and collaborative document editing are notable information technology services benefiting education.

Advancements in information and communication technology have not only benefited education, but also continue to shape the way the field itself develops. With more powerful software and applications, along with mobile devices such as tablet computers, personal digital assistants (PDAs) and laptops becoming more prevalent in the classroom, information technology offers many benefits to all aspects of education. Nowadays using of information technology at the English lessons is also very important. The traditional English lecture-based lesson, while effective to a point, does not stimulate every type of learner. By adding a

dimension to their lessons, English teachers have the opportunity to engage more learners and lead a more involved, energetic class.

Digital ink is a major advance in information technology making it easier for faculty and learners to complete tasks. Teachers can enter grades and assignment updates online, rather than in a paper grade-book. Libraries with a digital database in place of a traditional card catalog make their resources available for learners to search anywhere with an Internet connection. Staff members can find and send transcript information and other records quickly by accessing a digital filing system, saving time and paper.

As modern devices like tablet computers, laptops and projectors develop more of a presence at the English lessons. It becomes more important for educators, learners and parents to understand the role of information technology in studying English today.

New technology is not only a subject in and of itself, but can also be applied to any subject, enhancing the learning experience and equipping learners to join an increasingly global workforce. Information and communication technology opens the doors for better distance learning programs, allowing those in disadvantaged areas to have access to the same education as the privileged. Because this technology makes information accessible from nearly any location with a mobile device or laptop, courses can be more flexible, meaning those with full schedules who may not have the time or opportunity to further their education can choose to enroll in courses online and complete assignments on their own time.

Interactive audio and video allow real time communication using phones and computer at the English lessons. Voice over Internet Protocol enables a person's voice to be transmitted through an Internet connection. Voice and pedagogical technologies presentations can also be delivered to a dispersed class with questions and answers taking place in real time. Information technology has widened access to education. By the mid-1990s, many universities had begun using computers to provide groups remotely. Since then, rising numbers of adults have used online

education to earn college credits. Information technology makes education available to a wider range of learners.

Teachers who use classroom computers for project-based or differentiated instruction reach learners with different learning styles. Teachers also use computers to provide adapted lessons for learners with disabilities. Online education assists adult learners as well, by allowing people with full-time jobs and family responsibilities to obtain professional certifications or college degrees.

Wilikins claimed that a functional and communicative definition of language could actually help develop communicative syllabi for language teaching[33], while Firth suggested that a broader sociocultural context, which included participants, their behaviour and beliefs, objects of linguistic discussion and a word choice, should also be taken into consideration while teaching any language[34]. Other theorists Canale and Swain, Halliday, Widdowson, also stressed the importance of communicative approach to language teaching, particularly the communicative acts underlying the ability to use language for different purposes and the relationship between linguistic systems and their communicative values in texts and discourses[35].

Pedagogical technologies presentation software empowers both educators and learners to organize, present and consume information in novel ways. For example, at the English lessons different presentations may be made according to the theme with the help of computer and overhead projector. In addition, advanced pedagogical technologies software can empower educators to design audio-visual narrative themes involving the student's actual participation (learning video games). Adobe Flash offers industry-standard products assisting developers in

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[33] Wilkins D.A. The Linguistic and Situational Content of the Common Core in a unit/credit System. Ms. Strasbourg: Council of Europe. 1972. – P.45

[34] FirthJohn P. "Personality and Language in Society", The Sociological Review 42: Reprinted in J. P. Firth 1957, Papers in Linguistics 1934 - 1951, London: Oxford University Press. 1950. – P. 41.

[35] Canale M., & Swain M. "Theoretical bases of communicative approaches to second language teaching and testing", Applied Linguistics 1. 1980. – P.1-47, HallidayM. A. K., "Language structure and language function", In Lyons, J. (ed.) New Horizons in Linguistics. Harmondsworth: Penguin. 1970, Widdowson H. G. "Knowledge of language and ability for use", Applied Linguistics 10. 1989.

creating such applications. With advancements in information technology like pedagogical technologies applications and interactive software, teachers can increase literacy and understanding in any subject. Lessons with audio and video components that directly engage learners reach more types of learners in comparison with traditional lecture methods of teaching, encouraging more learners to participate in class and raising their level of understanding. New technology also helps disabled or disadvantaged learners participate in subjects they were once unable to join, thanks to assistive programs and devices.

The ability to collaboratively edit documents from various locations is another benefit of information technology in education. For example, learners and educators utilizing cloud computing to store their homework can also modify the document's access settings to allow multiple editors and contributors to participate in an assignment. This empowers educators to design work assignments for teams of learners working together and, in so doing, cultivate a teamwork ethos preparing them for the workplace. Now information technology has made it easy to study as well as teach in groups or in clusters. At the English lessons with online we can be unite together to do the desired task. There different programs, games and they help learn English language. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. The Internet and its Web sites are now familiar to many learners in developed countries and among educational elites elsewhere, but it remains of little significance to very many more, who lack the most basic means for subsistence. Providing information to parents at the touch of a button or click of a mouse is one way to help them stay involved in their children's education. Many lyceums now have online grading systems in which parents can access grades, attendance and discipline data online at their convenience. If a student is having trouble turning work in on time, parents can follow his progress through an online grade book and encourage him to complete his work in a timely manner. Information technology provides an avenue of information for parents that can result in immediate follow-

up. Learners can pass exams through computers. Besides they may check their progress (scores) through internet.

A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well; to focus on using information rather than looking for it; and to support learners' thinking at the levels of analysis, synthesis, and evaluation. Developed by Bernie Dodge with Tom March at San Diego State University, the WebQuest model has been effectively applied to all levels of education, from elementary to postgraduate study[36].

The Internet offers teachers a wealth of information and resources for use in supporting curriculum based experiences. Teachers often search the Web for hours and become frustrated with the quantity of resources and the time needed to actually identify the best sites to use with learners in a lesson for a particular unit. If turned loose on the Web, learners (and teacher candidates) can often have the same experience. In an effort to focus student learning and limit the time needed for a specific search, the WebQuest model provides teachers an option of reviewing and selecting Web-based lessons structured in a lesson-type format.

The purpose of the Introduction section of a WebQuest is twofold. First, it should orient the learner as to what is coming. Second, it should raise some interest for the learner through a variety of means.

The Task block in a WebQuest is a description of what the learner should have done at the end of the exercise. It could be a product, like a HyperStudio stack or PowerPoint presentation, or it might be a verbal act, such as being able to explain a specific topic. For example, "MexQuake", by Edith Kelly and Ryen Partin, ends in a newspaper account and videotaped newscast in English.[37]

The Process block in a WebQuest is where the teacher suggests the steps that learners should go through in completing the task. It may include strategies for dividing the task into subtasks, descriptions of roles to be played, or perspectives

[36] http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html
[37] http://learners.itec.sfsu.edu/edt628/ mexquake/earthquakers.html

to be taken by each learner. The instructor can also use this place to provide learning advice and interpersonal process advice, such as how to conduct a brainstorming session. The Process description should be relatively short and clear. For example, Week 1 of Cheryl Rondestvedt's "Ocean Pollution/Solution" unit involves learners doing a lot of activities, but the steps are clearly specified. Note that in this case, the resources needed are embedded within the steps rather than separately listed.[38] The Resources block in a WebQuest is a list of Web pages the instructor has located that will help the learner accomplish the task. The resources are preselected so that learners can focus their attention on the topic rather than surfing aimlessly. It's important to note that resources for the learners are not restricted to those found on the Web. For example, the "Investigating Archaeotype" WebQuest, involved a wide range of resources, including an audioconference with a distant expert, a videoconference with a not-so-distant teacher, a videotape, the hard copy of an evaluation report, and a number of Web pages.[39] There's no reason that a WebQuest might not include textbooks, audiotapes, and face-to-face interaction with other people among the resources.

Very often, it makes sense to divide the list of resources so that some are examined by everyone in the class, while others are read by subsets of learners who are playing a specific role or taking a particular perspective. For example, in "Avoid It Like the Plague", by Tommy Lee, all learners look at three sites to give them a basic grounding in the Black Plague.[40] Then, depending on the role they are playing, they make use of an additional two Web sites. By giving separate data sources to learners, you ensure the interdependence of the group and give the learners an incentive to teach each other what they've learned.

Since the Evaluation block has been only recently added to the model, there aren't many examples of this component to point to. In the "San Diego-Biarritz

[38] http://edweb.sdsu.edu/triton/PollSol/Week1.html
[39] http://edweb.sdsu.edu/Courses/EDTEC596/ WebQuest1.htm
[40] http://learners.itec.sfsu.edu/edt628/ascendedone/plagueII.html

Comparison Unit", by Susanne Hirsch, Janice Thiel developed a rubric for evaluating the Web pages created in French by the learners.[41]

The rubric examines six different aspects of the student product and establishes four benchmarks for each aspect. It's intended to be printed out and given to the evaluators, who could be teachers, parents, or peers. Evaluation rubrics will take a different form depending on the kind of task given to the learner.

The Conclusion section of a WebQuest provides an opportunity to summarize the experience, to encourage reflection about the process, to extend and generalize what was learned, or some combination of these. It's not a critically important piece, but it rounds out the document and provides readers with a sense of closure. One good use for the Conclusion section is to suggest questions that a teacher might use in whole class discussion to debrief a lesson. In "The 1960s Museum", for example, Kathy Schrock asks learners to think about the sites they had visited and discern any biases represented at those sites. She also asks the learners to predict the reaction their own creations will receive once posted on the Web[42].

This model encourages teachers to create new activities and adapt already successful ones to take advantage of the power of the Web for their learners. Because the model does not specify length of lesson, these lessons can be a short WebQuest (one to three days) or a long WebQuest (one week to one month).

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists.

Using pedagogical technology in education can be a great benefit for teachers. Whether it be through email or on message boards, teachers now have the ability to work together to create more meaningful, engaging instruction for all learners without having to schedule common planning time. Teachers can use websites to

[41] http://edweb.sdsu.edu/triton/SDBiarritz/SDBiarritzUnit.html
[42] http://school.discovery.com/schrockguide/museum/webquest.html

post class schedules, assignment requirements and even samples for student and parent use. Further, when teachers do need to contact an individual parent, the contact information is easily accessible through the lyceum's technology systems. A parent's phone number or email is literally a click away, and the days of sorting through files full of paperwork to find one number are over.

2.2. Pragmatic peculiarities of activities in teaching English through pedagogical technologies

The problem of learning languages is very important today. Uzbekistan is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. To know English is absolutely necessary for every educated person, for every good specialist. Learning an English language is not an easy thing. Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Information technology may assist in the facilitation of learning or serve as the actual educational structure allowing learning to occur. Information technology benefits both traditional education institutions and online educational models in fundamental ways. For example, pedagogical technologies presentations, knowledge-management software, video conferencing, cloud computing and collaborative document editing are notable information technology services benefiting education. Now information technology has made it easy to study as well as teach in groups or in clusters. At the English lessons with online we can be unite together to do the desired task.

The problem of learning languages is very important today. Foreign languages are socially demanded, especially at the present time, when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Foreign languages are needed as the main and most efficient means of information exchange of the people of our planet. Uzbekistan is integrating into the world community and the problem of

learning English for the purpose of communication is especially urgent today. To know English is absolutely necessary for every educated person, for every good specialist. Learning an English language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Reading books in the original, listening to the English channels, communicating with the English speaking people will help a lot. When learning a foreign language you learn the culture and history of the native speakers. Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Different methods appeared. e.g. Grammar Translation Method, The direct method, Audio-Lingual Method and others. Grammar Translation Method in terms of its inability to create communicative competence in learners, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Audio-Lingual Method is also very popular. With the advent and popularity of audio tapes, this approach ushered in the first recordings where in the language learner could actually hear and mimic native speakers on reel-to reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized.

As we have already stated, educational computer programs have a great number of advantages over traditional methods of teaching. They allow us to exercise various kinds of the speech activity and blend them in different combinations. Also they help to realize the language phenomena, form linguistic abilities, create communicative situations, automate language and speech activities.

They provide realization of the personal approach and student's individual work intensification.

With computer programs the following types of work are available:

A) Listening to the dialogue simultaneously with reading it.

B) Listening comprehension of the dialogue with the multiple choice test. Such exercises are given in TOEFL examination.

C) Dialogue with a free answer. Such task is available due to the special program, which contains all the possible variants of responses for the questions asked by the computer, in order the latter to be able to evaluate the answer or correct it.

D) Dialogue with standard answer. Such dialogues are supplied with some answers. One or two of them are correct response. If the student chose the wrong variant, the computer would correct him in a funny way. Such remarks invariably bring about positive reaction of the student and serve for a stronger memorizing.

E) Imitation of the student's full participation in the dialogue.

Also computer programs provide the exercises for mastering vocabulary, grammar and syntax. For example:

A) Fill in the gaps exercises. The teaching program suggests the set of sentences with the gaps. In case of the wrong answer, the next ways of extension are possible:

1) The student is banned to pass to the next task;

2) The student's answer is corrected by showing the right variant with the help of different color. Student passes to the next task.

B) Crossword puzzles. Wrong letters are indicated with the help of different colors.

C) Making up sentences game. The student clicks the proper word and it takes its place in the sentence after the last displaced word. The disadvantage of this game is that you can't replace any word in the proper place without breakage of the whole sentence.

D) "The Hunter" exercise game, that can have two variations:

1) The student clicks the proper image after listening to the word;

2) The “shot” is made by writing the word. The time for answer can be strictly limited.

E) The teaching program suggests relating two lists of words (the first is in Uzbek, the second - in English) and finding the equivalents;

F) The teaching program suggests relating two list of words and finding the matches of synonyms or antonyms;

G) The teaching program suggests the list of words in English and their definitions. The student is to find the definition for each word;

H) The computer suggests the list of words for translation and phonetic exercise;

I) “Try to find mistake” exercise. It suggests correcting mistakes in one or another word in accordance with the given situation;

J) “Choose the appropriate word”, which can suggest:

1) Few synonymous words or words, that sounds alike;

2) Few words and phrases, which should be placed in the gaps.

It is important to mention, that such computer programs can be used for the education of learners at any age. There is a great number of the computer programs for the primary and secondary school age (for example, “Lingua Land”, “English from A to Z”, “English for Beginners” and the others), for pre-schoolers (“Miya-Mouse Learns Languages”, “Clofford”, “Tim & Toma in England” and the others), for graduates (“English. The Way to Excellence”, “TOEFL”, “L.Romanov. English Grammar”, etc.), and for those, who wants to speak English perfectly (“English in Action. All Stars”, “English in Action. The Royal Family”, “English. The Way to Excellence. Intermediate/Advanced”, etc).

Let us try to classify the forms of work with educational computer programs according to the aspects of the speech activity: speaking, listening, reading, and writing:

a) Listening:

While introducing and exercising the vocabulary of the topic (purchases, goods, clothes, for instance), we can use the programs Triple Play Plus in English”,

“English on Holidays”, “English Gold” and the others. The stages of the work will be as follows: demonstration, practice, and control.

Let us consider these stages on the example of “English on Holidays” program. The first stage is the introduction of the vocabulary of the “Weather” topic.

Using the demonstrational computer, the teacher uses an automatic mode: the pictures of the natural phenomena appear on the screen: қор-snow, ёмғир-shower, момақалдироқ-thunderstorm қуёшли-sunny, совуқ-cold, булутли-cloudy, дўл-hail, etc.

Then go the phrases:

. What a beautiful day!

. What awful weather!

. Is it usually as hot as this?

. What's the forecast for tomorrow?

. It's windy!

. It's raining

The learners are watching and listening to. Approximate time - 2-3 minutes. The second stage is pronunciation exercise and vocabulary practice. The teacher or student switches the mode from auto to manual, and then clicks the proper word or phrase.

The learners repeat announcer’s speech all together. Provided that there are enough computers in the classroom, the learners work individually using the earphones and microphone. Approximate time - 5-10 minutes. It depends on the amount of words in the given topic.

The third stage is the control of the studied vocabulary. The learners choose the task, which may contain 10, 20 or 30 questions on topic. After finishing the exam the table with the results counted in percent appears on the screen. It goes without saying that every student tries to do his or her best.

In the case of having only one computer in the classroom, it will be used as demonstrational while introducing and practicing vocabulary. Control can be

implemented then individually with the help of training hand-out (cards with the tasks). The tasks given in the cards can be similar to the tasks of the computer program. For example:

- Choose the right variant of translation of the word “snow” - tennis, shower, snow, umbrella, thunderstorm, boxing.

- Which word is unnecessary: winter, February, cool, December, November, January, etc.

b) Speaking:

There are a lot of educational computer programs that involve working with the microphone, while learning dialogic speech.

The example of the work with dialogues is taken from the “Triple Play Plus in English”. We are to choose one of twelve dialogues (“In the cafe”, for example).

Some pictures appear on the screen - the scenes of the given dialogue.

The first stage is the acquaintance with the dialogue.

-Good morning!

- Good morning!

-What would you like?

-I'd like some coffee, please.

-Do you want milk in your coffee?

-Yes, please. Hey, this coffee is too cold.

-I'm sorry, here is some hot coffee.

-Thank you.

- How is it now?

-It's just right.

-Would you like some more coffee?

-No, thanks. How much is it?

-Ninety - five cents, please.

-Thank you. Have a nice day.

- Good bye.

At the second stage the learners are to learn the dialogue by heart.

Learners work in pairs. They repeat the phrases after the announcers. Then graphic presentation of the sounds of the announcer and of the student appears on the screen. Comparing them, the student can see all the errors. Thus, the student tries to achieve graphic presentation as much similar to the sample as possible.

The learners can complete the tasks on making up sentences out of the offered group of words. For example: like, what, you, would. The student clicks the proper words in order to make up the right sentence "What would you like?" and the others. The number of right sentences is shown on the screen.

The third stage is the dialogue's staging.

Firstly, the learners reproduce the dialogue with the help of the pictures, and then recite it without any hints.

The next stage is the control of the dialogic speech. Such control is conducted after learning all 12 dialogues. The learners choose the card with the task (the teacher is to prepare the cards with the descriptions of different situations) and make up their own dialogue, using the vocabulary of the given program and their own imagination.

d) Writing:

This kind of work involves two tasks simultaneously: right spelling of the English words and keyboard mastering. The teaching computer program "Bridge to English" helps to solve these tasks. Almost every task in this program involves typing of the English words and sentences.

e) Reading + grammar phenomena exercise:

All the teaching computer programs anyway involve work with different texts and dialogues, concerning certain topic and grammar phenomena. For example, "L.Romanov. English Grammar" consists of 25 lessons, and each lesson contains one text and exercises some grammar phenomena: affirmative, negative and interrogative sentences, ejectives degrees of comparison, passive voice, some/any pronouns, there is/there are structures, prepositions, etc. There is also a multiple choice test after each text that aimed at control of understanding of the information given in the text.

“English Gold” computer program contains 144 micro dialogues, and each of them involves exercising the certain grammar structure, especially grammar tenses. Teacher’s task is to activate learners’ perceiving activity in the process of teaching foreign languages.

Contemporary pedagogical technologies such as teaching in cooperation, project method, using new informational technologies and the Internet resources help to realize personal orientational approach in teaching, support individualization and differentiation of teaching. All these tasks are easy to complete with the help of modern information technologies on the whole, and teaching computer programs particularly.

Student team learning (STL, training team). It pays special attention to "group goals" and the success of the entire group. Thus, the task of every member of the team is that it has mastered the necessary knowledge, formed the necessary skills and at the same time the whole team needs to know what has been achieved each. Briefly STL comes down to three basic principles:

a) the team get a reward at all. Groups do not compete with each other, since they all have different "bar" and given a different time to achieve it.

b) "individual" responsibility of each student means that the success or failure of the whole group depends on the success or failure of each of its members.

b) each student brings his goggles group, which she earns by improving their own previous results. Comparison thus not conducted with the results of the other students, or other groups, with their own previously achieved.

Another option is training developed in collaboration Professor E. Aronson in 1978 and named it Jigsaw («Openwork Saw"). It referred to as "Saw" Reductions in teaching practice this approach. Students are organized into groups of 4 - 6 people to work on the training material, which is divided into fragments. Each member of the group finds material for its sub-theme. Then the students studying the same question, but working in different groups meet and exchange information, as experts on the subject. Then the guys returned to their group and trained a whole

new comrades in his group. At the final stage the teacher can ask any student team to answer any question on this topic.

In 1986, R. Slavin developed "Jigsaw 2" version of the technology, which included the work of 4-5 groups. The whole team was working on the same material, but each member of the group received its subtopic, which developed particularly well and became an expert on the subject. Experts from different groups meet and exchange information. At the end of the cycle, all students took control of the individual. The results are summarized. The team with the highest number of points awarded.

Another option cooperative learning - learning together (Learning Together) developed by University of Minnesota in 1987 (D. Johnson, R. Johnson). The class is divided into groups of 3-4. Each group receives one job, which is part of a great theme, is working on the entire class. In the process, the group communicate with each other, engaging in collective discussion, specifying the details, offering their versions of asking questions to each other. Group receives awards depending on achievement of each student. Therefore, in this case in groups of tasks are differentiated by volume and complexity.

This method is a basis in the development of the project. The basic idea is to create conditions for active joint activity of students in different educational situations. Children are combined into groups of 3-4 people, they are given one task at the same time saying the role of each. Each student is responsible not only for the result of their work, but also for the result of the group. Therefore, the weak students are trying to find out from the strengths that they do not understand, and strong students tend to faint thoroughly understood the task. And this benefits the entire class, because together the gaps are eliminated.

Experience shows that learning together is not only easier, but much more interesting and more effective. And this applies to both academic success in the subject, and the intellectual and moral development of children. Help each other, solve problems together, to get to the truth, to share the joy of success and bitterness of failure - such qualities will be useful to children in school and in life.

Teacher as this system provides great opportunities for creativity and the subject, and to the students.

The idea of training in cooperation is extremely human in nature. She received development efforts of many teachers in many countries and, therefore, is quite varied in their ways. However, with all the diversity, there are basic principles of cooperative learning.

After the first experience with teaching method in collaboration, it becomes obvious that students are more active. Weak students feel confident in their own abilities. They are aware of their importance: and from their efforts on the success of the entire group. Obtained as a result of a positive evaluation of the result of the efforts of each student and served as a stimulus for further interest in each other, the joint work and the teachings at all.

It is cooperation rather than competition is the basis of learning. It also means that every student learns by virtue of its own capacity, and therefore has a chance to be evaluated on an equal basis with others. If both "strong" and "weak" students spend the same effort on the achievement of the level, it will be fair if their efforts will be evaluated the same way, with the proviso that each did what I could in both cases. It has long been observed that, if the estimated effort that students spend in the group to achieve a common result, they have, as a rule, increases motivation.

In order to achieve a positive result using the method of training in collaboration must adhere to the following requirements:

1. Before the band began to work independently, you need to say about their responsibility for each of the partners to each of the band members are well mastered the material. Only in this case, they can count on a perfect score.

2. Evaluation is put one on the entire group. Assess possible as a joint effort, and the individual.

3. The teacher should be friendly, to monitor the activity of the students and to help any group, if need assistance.

In the example of the quality of the methodology can result in the use of learning technology in collaboration with the work on the text.

Before you start, it is advisable to familiarize students with the procedures of the Group by means of a kind of reminder.

Memo

1. You are working in a group. Remember that the success of the group as a whole depends on each success. Do not forget to help each other, do it tactfully and patiently.

2. Remember that the skills of foreign language communication improved only in communication. Be active yourself and considerate of others.

3. Do not forget to include in their statements of lexical and grammar material, lessons you earlier, and try to actively use the new.

4. Use a dictionary and reference material as needed, but do not forget about the language conjecture.

5 In the case of serious difficulties, consult the teacher;

6. If your group is working on a text to improve speaking skills, then carry out further work in this order:

a) individually read the text and discuss its content in the group;

b) select the proposals that convey the basic content of the text;

c) read the speech task and the expected scheme statements, choose from the text of the proposal for filling the circuit, make the necessary changes, cuts, additions, etc .;

d) make a retelling of reading, based on the circuit;

e) Teach the text in the group for its evaluation or to other groups, as the text for listening;

g) shall be taken into account when evaluating statements or retelling the text: consistency, sufficiency, completeness statements availability point of view of the speaker, the presence of structures with a new lexical and grammatical material, as well as errors and their character. Assessing each other, do not forget to be considerate and helpful.

7. If you have to introduce the members of his or any other group that you have learned, and to check the degree of understanding of the information provided by you, then follow these guidelines:

- Determine for yourself the order of statements, they should be logical and concise;

-soobschite, what is your story:

"My story is about ..."

"I'd like to tell you about ..."

- Warn the members of the group that, after listening to you check, no matter how learned your story:

"Listen to my story attentively. Then you'll answer my questions / do a test. "

- During the story follows his speech, speak clearly, at a normal pace. If you are not sure of the correct pronunciation of individual words, pre-consult with the teacher;

- Check after the conclusion of the story as you understand. It may be the type of test question or "True-False";

- Check the results of the test task and tick control in the worksheet.

8. Remember that all communication within and between groups should be carried out in a foreign language.

Each participant group (Home group) receives its text to read: "SPRING", "SUMMER", "AUTUMN" or "WINTER", - i.e., it is possible to differentiate the complexity of tasks in accordance with the level of language proficiency of students. Inside one group of children working on different texts. After reading the text the students from the different teams working on the same material, meet and exchange information (expert groups). This so-called "experts meeting". Then they return to their group (Home groups) and take turns telling how they had learned. This is followed by verification of understanding other group members listen to the information, which may be used in questions and test items such as "True-False". "Strong" students can propose their own questions to create text or design tests.

Finally, students should evaluate the work of all members of the "Home group", record the results in the control sheet and submit it to the teacher.

Great Britain: a Country of Traditions

Just like families have their own traditions, so do countries. It's common knowledge that the British are lovers of traditions. Each season in Britain is connected with various colourful traditions, customs and festivals.

SPRING

St. David's Day. March 1st is a very important day for Welsh people. It's St. David's Day. He is the "patron" or national saint of Wales. On March 1st, the Welsh celebrate St. David's Day and wear daffodils in the buttonholes of their coats or jackets.

May Day. May 1st was an important day in the Middle Ages, the celebration of summer's beginning. For that day people decorated houses and streets with branches of trees and flowers. In the very early morning young girls went to the fields and washed their faces with dew. They believed this made them beautiful for a year after that. Also on May Day the young men of each village tried to win prizes with their bows and arrows. People put up a striped maypole decorated with flowers and danced round it. Some English villages still have maypole dancing on May 1st.

SUMMER

The Trooping of the Colour. The Queen is the only person in Britain with two birthdays. Her real birthday is on April 21st, but she has an "official" birthday, too. That's on the second Saturday in June. And on the Queen's official birthday, there is a traditional ceremony called the Trooping of the Colour. It's a big parade with brass bands and hundreds of soldiers at Horse Guards' Parade in London. The Queen's soldiers, the Guards, march in front of her. At the front of the parade is the flag or "colour". The Guards are trooping the colour. Thousands of Londoners and visitors watch Horse Guards' Parade. And millions of people at home watch it on television.

Swan Upping. Here's a very different royal tradition. On the River Thames there are hundreds of swans. A lot of these beautiful white birds belong, traditionally, to the King or Queen. In July the young swans on the Thames are about two months old. Then the Queen's swan keeper goes, in a boat, from London Bridge to Henley. He looks at all the young swans and marks the royal ones. The name of this custom is Swan Upping.

Highland Games. In summer, Scottish people traditionally meet together for competitions called Highland Games. After Queen Victoria visited the games at Braemar in 1848, the Braemar games became the most famous tradition in Scotland. Today thousands of visitors come to see sports like tossing the caber (a tall pole is thrown into the air as a test of strength) or throwing the hammer. The games always include Scottish dancing and bagpipe music.

Henley - a town on the Thames

to toss the caber - throwing logs (sporting event)

AUTUMN

The State Opening of Parliament. Parliament governs modern Britain. But traditionally the Queen opens Parliament every autumn. She travels from Buckingham Palace to the Houses of Parliament, in a gold carriage - the Irish State Coach. At the Houses of Parliament the Queen sits on a throne in the House of Lords. Then she reads the Queen's Speech. At the State Opening of Parliament the Queen wears a crown and crown jewels.

Guy Fawkes Day. November 5th is Guy Fawkes Day in Britain. All over the country people build wood fires, or "bonfires", in their gardens. On top of each bonfire is a straw man. That is a figure of Guy Fawkes. He was one of a band of conspirators who wanted to blow up the Houses of Parliament and kill King James I and his ministers. However, the plot failed, Fawkes was caught on the 5th of November 1605. The conspirators were executed and Britain has celebrated Guy Fawkes night since then. Before November 5th, children use their guys to make money. They stand in the street and shout "Penny for the guy". Then they spend the money on fireworks.

a guy - Bld. scarecrow

WINTER

Up-Helly-Aa. The Shetlands are islands off the coast of Scotland. In the ninth century the Vikings from Norway came to the Shetlands. They came to Britain in ships and took away gold, animals and sometimes people.

Now, 1000 years later, people in the Shetlands remember the Vikings with the festival, which they call "Up-Helly-Aa". Every winter people of Zerwick, the capital of the Shetland Islands, make a model of a Viking longship with the head of a dragon at the front. Then, on Up-Helly-Aa night in January, the Shetlanders dress in Viking clothes and carry the ship through the town to the sea and burn it there. The festival is a party for the people of the Shetland Islands.

Carol Singing. Originally, carols were songs performed with dancing at Christmas and other festivals. They were often sung outside houses by costumed actors called Mummers. Many of today's carols have been written since the 19th century as Christmas hymns celebrating the birth of Jesus Christ.

1. Make home groups. Read one of the texts carefully. Find out more information about British traditions.
2. Answer the questions individually.

Text 1. "SPRING"

1. What holiday is a very important day for Welsh people?
2. What flower do people wear on St. David's Day?
3. Is May Day an important celebration nowadays?
4. How did people celebrate May Day in the Middle Ages?
5. What is "maypole dancing"?

Text 2. "SUMMER"

1. What person has got two birthdays?
2. What ceremony is traditionally held on the Queen's official birthday?
3. How can you explain the word "colour" in this text?
4. Does the Queen's swan keeper mark all the swans on the Thames?

5. The Highland Games are not only sport competitions. What else do they include?

6. When did the Braermar games become the most famous tradition in Scotland?

7. What competitions for strong people are held in the Highlands?

Text 3. "AUTUMN"

1. Who traditionally opens Parliament?

2. For what purposes is the Irish State Coach used nowadays?

3. What does the Queen do in the Parliament and what does she wear?

4. What kind of person was Guy Fawkes?

5. How do people celebrate Guy Fawkes Day?

6. What do children usually do on Guy Fawkes Day?

Text 4. "WINTER"

1. Whom do the Shetlanders remember with Up-Helly-Aa festival?

2. What is the capital of the Shetlands?

3. How do the people of the Shetlands celebrate Up-Helly-Aa?

4. What are "carols"?

5. Is Carol Singing a Christmas tradition? Prove your answer.

3. Take True-False test.

Text 1. "SPRING"

1. St. David's Day is a very important day for British people.

2. May Day is a very important celebration nowadays.

3. May Day is the celebration of spring's beginning.

4. The symbol of St. David's Day is a maypole.

5. The striped maypole is decorated with daffodils.

Text 2. "SUMMER"

1. The Queen's official birthday is on the second of June.

2. Trooping of the Colour is translated on TV.

3. Swan Upping is the name of a custom of marking all swans.

4. The Highland Games were founded by Queen Victoria.

5. The Braermar games are the most famous tradition in Scotland.

Text 3. "AUTUMN"

1. At the Houses of Parliament the Queen sits in the Irish State Coach.

2. Modern Britain is ruled by the Queen.

3. "Bonfire" is a figure of Guy Fawkes.

4. Guy Fawkes is a national hero in Britain.

5. Guy Fawkes and his people wanted to blow up the Houses of Parliament and kill the king.

Text 4. "WINTER"

1. The Shetlands were colonized by the Vikings.

2. On Up-Helly-Aa, people burn a model of a Viking longship.

3. Carols are Christmas hymns.

4. Carols are costumed actors.

5. Carol Singing is performed only at Christmas.

4. Meet in expert groups.

- Compare your answers for the questions
- Compare your answers for the test
- Work out a common answer

5. Meet in your home groups.

- Take turns retelling the texts you have prepared
- Let your team-mates take the True- False test
- Explain them the details
- As you listen to your group-mates do not forget to take notes
- Do not forget to fill the checking list and hand it to your teacher

KEYS TO THE TESTS

SPRING	SUMMER	AUTUMN	WINTER
1. False	1. False	1. False	1. False
2. False	2. True	2. False	2. True
3. False	3. False	3. False	3. True
4. False	4. False	4. False	4. False
5. False	5. True	5. True	5. False

6. The whole class discussion.

Many people think that Great Britain is a country of traditions. Do you agree with this? What's your opinion? Explain your point of view. While listening to your classmates be ready to give some more reasons to support or refute the point of view being discussed.

Learning Technology in collaboration involves the use of such active forms, such as a debate, a press conference, discussion, role-playing game.

That gives the possibility for teacher to grant attention to the creative aspects of working with learners. Computers make favorable conditions for student's individual works at the English lessons. Learners can use computer for the self-control of their knowledge.

The essential advantage of such lessons is that they are able to create the situations close to real communication acts. And with such real communication acts, rather than teacher-contrived ones, learners feel empowered and less afraid to contact others.

Learners believe they learn faster and better with computer-mediated communication. In situations where all are learners of a foreign language, there is also a feeling of equality. In these situations learners feel less stressed and more confident in a language learning situation.

The purpose of learning a foreign language - is the communicative activities of students, that is, practical foreign language. Teachers Tasks - to strengthen the activities of each student in the learning process, to create a situation for their creative activity.

There is certainly a lot of non-standard forms of teacher's work, activating the account, and therefore the interest of schoolboys to a foreign language. The use of modern tools such as computer programs and Internet-based technologies, as well as, cooperative learning and project methodology allow us to solve these problems. The main purpose of learning a foreign language high school students is the education of the individual, willing and able to communicate, people willing and able to receive self. Participation in various international programs, the opportunity to study abroad involve not only a high level of language skills, but also certain

personality traits: interpersonal skills, the lack of a language barrier, knowledge of international etiquette norms, broad-minded, ability is called the "submit" themselves. As a rule, to perform a variety of tests for admission to higher education or to participate in contests or competitions, set a strict time limit of each task, which also requires a special kind of training.

To achieve all these objectives, of course, effective assistance to the teacher has the use of Internet resources in teaching foreign languages, the more - English.

Huge computer network linking together millions of computers - the Internet - is virtually unlimited use of a practical course in various spheres of human activity. Use of the Internet in education allows the use of constantly updated information, teachers communicate with each other.

The content of educational information on the Internet is realized via hyperactive approach that allows us to study the material in any order, at different levels of foreign language knowledge, and interactive mode makes the learning process in the joint activities of the teacher and the student.

Apparently, the computer has one of the most significant influences on the course of study. The computer allows the student to create a microcosm. From educational programs to run from a DOS command line, training programs on CD and now to learn through the use of the Internet is such a personal computer in education. Using a variety of educational resources, can be taught and written and spoken language teaching of a foreign language using the Internet allows you to make and implement informed choices best mode of training in terms of rationality time consuming.

In conclusion, we may say that pedagogical technology is indivisible part of education in the twenty-first century. When used correctly in the classroom, technology can allow learners to experience situations and circumstances that the learners of 20 years ago could only dream about. Through technology, books and figures can suddenly become alive and applicable to the real world. In addition, information technology provides an even greater avenue for interaction between teacher and learners. At the English lessons different videos, exercises, games,

listening drills may be done. Information technology makes learning English available to a wider range of learners as well.

Summary on 2nd chapter

It has been widely accepted that language is not only a system of rules, but a dynamic resource for the creation of meaning. In that sense, it is essential to distinguish between knowing various grammatical rules and being able to use these rules effectively when communicating. This view has underpinned one of the most popular approaches to language – communicative language teaching. The aim of this chapter is to present the growing importance of focusing on the processes and means towards the learning of a foreign language rather than the products of a language. Here we will try to show the positive effects of communicative language learning and teaching, as based on the results obtained from the survey carried out on a group of learners at the tertiary level of education. It will point out to the fact that communicative language learning provides learners with the necessary social and academic skills, promoting productivity and achievement, which are also the aims of communicative language teaching. The survey results might also be used to give further implications for the creation of foreign language curriculum.

To conclude, the research carried out at one of the institutions at the tertiary level of education confirms presuppositions and previous findings related to pedagogical technology. Namely, pedagogical technology provides learners an opportunity to improve not only their language learning skills, but also academic, social and generic skills. The findings in this research reveal that well planned and organized group work is an effective means of improving an EFL learner's language mastery. Teachers should use pedagogical technology in order to make their learners use the language, and, hence, communicate effectively and efficiently. The application of pedagogical technology to the field of language learning is essential to promoting communication because it creates a situation where learners are expected to help each other, discuss and argue with each other, assess each other's current knowledge and fill in the gaps in each other's

understanding. Furthermore, pedagogical technology is distinctive because it insists on positive interdependence, team formation, accountability, structure, structuring learning and developing social skills. It offers a richness of alternatives to structure interactions among learners, which are important for language development and developing familiarity with new academic content materials. Finally, a well-structured framework of pedagogical technology enables learners to learn language functions more effectively than the traditional language learning methods do.

Success of the learning/teaching process largely depends on a set of factors such as learners' motivation, appropriate selection of the teaching approaches, methods, tasks and materials that are mostly determined by learners' psychological characteristics such as learning style and type of intelligence.

Each of the approaches can be successfully adopted in the English language classroom either in combination or separately. Learners' needs determined by learners' psychological characteristics as well as other factors influencing the learning/ teaching process should be decisive in an approach selection.

CHAPTER III. THE EXPERIMENTAL RESEARCH OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN LEARNING ENGLISH

3.1. The content and implementation of the system of exercises

Improving vocabulary skills requires constant attention. There are a number of strategies and exercises designed especially to help learners increase their vocabulary. Techniques with which learners learn new words through funny activities seem to be very effective, as they are based on the enjoyment of playing. This idea is expressed by Healey, who claims that when games are "also high in language learning potential, it's a winning combination". As a result, educational experts have invented word games that learners can play as a warmer or as relaxation in the lessons and at home with their friends. Using the Internet for this purpose is a relatively new invention, and is becoming increasingly popular. The real advantage of using the World Wide Web in language teaching is that it expands the possibilities for teaching and learning. It catches learners' imagination and they learn new things unconsciously[43].

The World Wide Web offers an extraordinary variety of language games. In the followings a sample of them will be given that are thought to be most relevant to represent word games on the World Wide Web. All of them are well-known, so the exercises do not require much explanation. In addition, they are very spectacular, and not only do they exploit the possibilities of modern computers, but are also visually enjoyable. As starting points some gateway sites were used that provided profound lists of links. Practicing Vocabulary with 'Many things'

URL	http://www.manythings.org
The aim of the	The website contains exercises for people who study English

[43] Batley E. M., & Freudenstein, R. (Eds.). CALL for the Nineties: Computer Technology in Language Learning. Marburg, Germany: FIPLV/EUROCENTRES. 1991. – P.41

website	as a second or foreign language. The exercises are intended for young adolescents and adults, although this largely depends on the task. There are some quizzes that can be also done by younger children, which is indicated on the relevant pages.
Accuracy	The construction of the pages is grammatically and linguistically correct.
Authority	The authors and the operators of the website are Charles I. and Lawrence E. Kelly. There is a link to their homepage on the main page of Many things. Each page includes a clear indication of copyright at the bottom. There is also a permission to put a link to this site on any page.
Currency	There is no indication of how often the pages are updated. However, looking at the date close to 'Copyright' on each page, an assumption can be made about how long it is on the Web. The earliest date to be found is 1999. Nevertheless, in the case of vocabulary exercises it is no matter if they were put on the Web several years ago. Moreover, the exercises are improved and new exercises are often added to the old ones.
Depth	The links on the main page refer to collections of exercises that usually contain further links. However, it is easy to get back to any of the previous pages or to the main page, as there are links at the bottom of each page, and also a pull-down menu helps navigating between the pages.
Design	According to the operators of the website, "design follows the Guidelines for Designing a Good Web Site for EFL Learners" (http://www.manythings.org). The construction and the operation of the exercises vary from page to page. Most of them are attractive, especially where Java or Flash is used. However, not every computers support these applications, which causes annoyance for users.

A general description of the site	On the first page there is a quick menu, where the exercises are grouped according to their type, such as Word Puzzles, Quizzes, and Word Games. Close to the name of the exercises, the required application is indicated, for example ‘F’ for Flash or ‘JS’ for Java Script. There is a pull-down menu that helps getting on any sub-page. After a game has been chosen, a list of the available topics can be seen. Most games have two versions; the original CGI version was created in 1999, but the games were updated to Flash in 2003. According to the authors, in the early years of the Web, CGI was one of the ways they could make interactive games. Although the flash-version is faster as it does not need to reconnect to the server, it requires an additional application.

Next a sample of Hangman games from the collection of ‘Many things will be introduced. Hangman Games at ‘Many things’. Many things’ offers a large variety of Hangman games in CGI version, or with Flash, Java or JavaScript. Words are chosen from a wide range of vocabulary. The program generates a word from a set of vocabulary and writes down a space for each letter. Users have to type in letters one by one, and if a letter appears in the answer, it is written down in the correct position or positions. If a letter is chosen that does not appear in the answer an extra line is drawn in a simple picture of a man being hanged. It is also possible to guess the whole word at any stage, but if it is wrong the man is hanged. Players win if the word is guessed right before the picture has been completed.

The CGI-version is a bit slow, and the screen flashes after each guess as the program refreshes the picture. Letters appear in alphabetical order beneath the word, and they are chosen by clicking on them. A shortcoming of the program is that it does not recognize if a letter is chosen repeatedly. Players can have six wrong letters until they are hanged. The whole word can be also guessed, but if it

is not correct, the player is hanged and the right answer appears on the screen. However, if the ‘Guess’-button is chosen without typing in a word the correct answer appears without being ‘hanged’. As a result, learners can revise or learn new words easily in this way.

With the exception of one all games in the CGI version have a Flash version too, which can be chosen either from the menu or before starting a game. They are faster and refresh the pictures unexpectedly. Although the number of the remaining wrong guesses is not indicated on the screen, it can be seen on the drawing. Players are ‘hanged’ after eight wrong letters. A drawback of this to the CGI version is that the whole word cannot be guessed. Both in the CGI and the Flash versions another game can be started in the same topic after finishing one.

Java Script Hangman Games. When entering the page Java Script Hangman, Fast Hangman Games, McGrath Hangman and Way Cool Hangman can be chosen. In the Fast Hangman Games there is a choice of 10 topics. Most of the games have a text only version as well, where the picture is made of characters. On the first page there is a short description of the program, where users are informed that the words appear randomly chosen and are not repeated until all of them have been seen. After starting the program it can be discovered that the letters are arranged in the same order as they appear on the keyboard of the computer, and the guessed letters are indicated on the screen.

Players can ask for hint, which counts as one wrong guess, unless there is a tick close to ‘Always Show Hints’. The hint either consists of two letters or a short definition, so the games can be used to revise vocabulary too. After completing a game players are informed about the number and the percentage of games won or lost. A new game can be started in the same topic by clicking on the ‘Play Another Hangman Game’ button, after which the number of words left can be also seen.

McGrath Hangman Games are other types of JavaScript Hangman games. They were originally written by Mike McGrath, and adapted by Charles Kelly on this website. They are not real Hangman games, as players are not hanged. The games start with clicking on the ‘Go’ button. Then a few letters are randomly

chosen as hints. Letters are arranged like on the keyboard, and the program reminds users if a letter is chosen repeatedly. Also the score and the fails are indicated. After the sixth wrong guess the game is over, and a new game can be started by clicking on ‘Go’.

The third type of Java Script Hangman games is ‘Way Cool Hangman’. It contains only one type called ‘1000 High Frequency Words’, which is the traditional game with no additional hints. Its large vocabulary of 1000 words provides long entertainment. While the program is loading a friendly message, ‘Please wait’ appears on the screen.

The list of Java Hangman consists of very interesting topics, as it includes everyday English, as well as English for special purposes. However, only one, the ‘Commonly Used Words’ works. Its graphics is very refined, which can be also seen on the skeleton that appears instead of the stickman. The page offers some practical advice, like ‘Start with the most commonly-used letters, e or t‘. Or ‘Remember commonly-seen letter combinations: th, nd, ing, st, ch’.

Hangman games are very popular among learners. However, it has relatively little purpose when the set of vocabulary from which the program chooses the words is not specified and indicated on the screen. What is really needed from an educational point of view is a Hangman game which enables to enter a list of vocabulary. This can also function as a revision activity.

Links to Vocabulary Exercises on The Internet TESL Journal’s Homepage

Characteristic Features of the Site

URL	http://iteslj.org/links
The aim of the website	The purpose of the site is to provide learners with a collection of links to useful pages. Target users are teachers and learners of English as a second or foreign language. Links for teachers and learners are put in separate columns.
Accuracy	The content and the grammar of the pages are accurate. The links clearly indicate what they are referring to. Vocabulary

	quizzes are arranged according to levels, and within each level links are grouped into grammatical categories, which is methodologically appropriate.
Authority	The site is maintained by The Internet TESL Journal. Authors are indicated in brackets next to the title of the exercise.
Currency	The page that contains the links is updated weekly. The date of updating is indicated beneath the heading of the page. Newly added activities are indicated in each category under the link 'What's New'.
Depth	The site provides a collection of links to activity pages. In addition to The Internet ESL Journal's pages, external links, such as exercises at 'Many things' can be also reached. After clicking on a link users are driven to another page where references are further categorized according to difficulty or topic. Although users may be moved through a chain of links, it is always clearly indicated where they are, and returning to any of the previous pages is provided in the headings of the pages.
Design	The site is clearly arranged. Navigation between the pages is easy. The exercises are attractive, especially where Java or Flash is used. However, feedback is not attractively arranged in some JavaScript exercises. If the answer is right '*OK*' can be seen only very shortly, and after a wrong answer a message panel appears, which contains '**WRONG** THE CORRECT ANSWER IS: …'.

It is The Internet TESL Journal's project and can be accessed through the page of links. It provides a very good collection of exercises written by language

teachers. Links are classified according to category, difficulty, browser requirements and languages, which makes users' choice easy. There are three categories, such as grammar quizzes, vocabulary quizzes and crossword puzzles, each of which contains easy, medium and difficult exercises[44].

Most of the vocabulary quizzes are multiple-choice exercises. A great number of them are self-assessment tests, where right answers are given in a pull-down menu under each question. Originally, 'Answer' can be seen in the menu, and after clicking on the button the right letter is pulled down in the list. This is very practical, as learners can do the exercise in any order, and it does not matter if they return to a question several times. Of course, it is not possible to count a score in this way, so these exercises are only for practicing. These sites work on any browser, as they are written in HTML only.

The other type of the multiple-choice exercises is written in Java Script, which allows immediate feedback without reloading the whole page. As the score and the number of questions left can be seen after each answer, these exercises are excellent for self-assessment.

Vocabulary Exercises at 'Study zone'

Characteristic Features

URL	http://web2.uvcs.uvic.ca/elc/studyzone/200/vocab/index.htm
The aim of the website	The purpose of the site is providing learners with a collection of grammar and vocabulary exercises. Most of the vocabulary questions are multiple-choice questions, where learners have to choose the correct answer from a number of given words or phrases. Addressees are teachers and learners of English as a second or foreign language. The level of exercises varies from elementary up to pre-intermediate. Although it is not indicated on the page, '200' refers to the lowest level of exercises found on the 'Study zone' website.

[44] Benesch S. Needs Analysis and Curriculum Development in EAP: An example of a critical approach. TESOL Quarterly, 30, 4. 1996. – P. 725.

Accuracy	The content and the grammar of the exercises are accurate. At higher levels some information about British Columbia is also incorporated in the exercises.
Authority	The site is operated by the University of Victoria English Language Centre in British Columbia.
Currency	The exercises are quite old, as they were last updated in 1997-1998. However, it does not cause any trouble in the case of this type of exercises.
Depth	The first five topics contain two pages, while the other three consist of four exercise pages, each of which is based on the previous one.
Design	The site is clearly arranged. Navigation between the pages is easy, as it is possible to go back to the contents or the previous page at any stage. The exercises are attractive, and most of them are accompanied by pictures. Their way of giving feedback is very friendly, as it is not restricted on saying 'Correct' or 'Wrong'. Also a short explanation of the correct answer is added in most cases. A great advantage of the site is that the exercises can be also done offline.

The Description of the Exercises. The first five topics begin with exercises where users have to identify the objects in the pictures and choose the right noun from a pull-down menu. There is the same list near each picture, and the number of items in the list and the pictures are equivalent. In this way some names can be guessed through exclusion. After clicking on the 'Check' button **:-)** indicates the correct answer.

In the second part of each topic the name of the objects in the pictures has to be typed in. It is possible to ask for hint, although it counts as a mistake. If the

answer is not correct the program indicates which letters were right. Also the whole word can be seen. After each answer score is given in percentage.

The type of the exercises in the sixth topic is different from the first five. This unit consists of four very well constructed parts that test learners' knowledge from different aspects. Each section begins with the greeting Welcome and a message how the program can be operated. The exercises and the messages are arranged in separate frames which enable scrolling the exercises while seeing the program's feedbacks. It is particularly important in the third and the fourth part, where the exercises occupy more than a page. After clicking on the 'Go back to the last page' button the previous stage of the same exercise can be seen, so teachers can check their pupils' work any time.

In the first part players have to click on the picture of the animal whose name is written on the screen. If the answer is right, 'Correct! Now click on the ….' appears on the screen. When learners give a wrong answer the program writes down the name of the animal that has been clicked on, for example 'Sorry! That's the buffalo. Click on the fox'. In a window near the pictures learners can see the name of the animals they have guessed so far. After every animal has been guessed the player's score is written down on the screen: 'Correct! You have finished. You scored 80%. Click on the START button to start again'.

In the second section the name of the animal on the picture has to be guessed. The structure of the screen is similar to that in the first part, and the feedbacks given to right and wrong answers are 'Correct! Now click on the name of this animal' and 'Sorry'! This isn't the sheep. Try again', reflectively.

In the third part animals are described that learners have to recognize and click on their name in a list of four. An example question is 'Which huge land animal has a large head and used to be hunted by Indians?' If the answer is correct the program reinforces the student's choice, like 'Correct! The North American Indians used to hunt the buffalo', and writes down the student's score and the number of the questions not done yet. If the answer is wrong the characteristics of the chosen animal appear on the screen, like 'Sorry! The whale is a sea animal'.

The fourth section is not a multiple-choice exercise, but a self-test quiz where learners have to type in the correct answer. Similarly to the previous part, some animals are characterized. The answers can be checked by clicking on ‘Check’. The program writes either ‘Correct! Well done’ or ’Sorry. Try again!’ Correct or incorrect answers are not counted in this part, so it is rather for practicing than for testing. If learners do not know the right answer they can see it by clicking on ‘Show me a correct answer’. The program writes then ‘Here is a possible correct answer‘, which inspires learners to think of other solutions. However, I have not found another correct answer yet.

Example: *Sydney Olympic Park project*

Technology tool: Web resources and excursion

Target learners: 2nd year learners

Subject area: Geography

While perhaps best known as the site of the 2000 Olympic Games, the Sydney Olympic Park is also important for its biodiversity and resource conservation. Its lyceum education program incorporates an authentic context for the study of Year geography. In a learning challenge designed to enable learners to learn key geography skills[45]. The park is experiencing problems with mosquitos, smelly ponds and rats attracted by food scraps and other rubbish left by visitors. The administrators of the park are concerned and write a letter to call for the help of ‘experts’—the geography learners. They are required to investigate the problem (which they do on an excursion to the park and research conducted before and after the visit), and to present a report to the park authorities.

Using technology to access authentic context s such as these means that a whole learning scenario can be presented in realistic and motivating ways using images, animations and sound. But it also means that technology enables the use of tools - without which learners would have difficulty engaging conceptually with the material.

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[45] Brickell G. & Herrington J. Scaffolding learners in authentic problem-based e-learning environments: The Geography Challenge. Australasian Journal of Educational Technology, 22(4). (2006). – P.532.

Authentic activities or tasks reflect the kind of activities that people do in the real world, that are completed over a sustained period of time, rather than a series of shorter disconnected examples. They are generally ill-defined, that is learners *find* as well as *solve* the problems. Many classroom activities are so structured, they fail to account for the nature of real-world problem solving. An authentic approach would have learners exploring a resource with all the complexity and uncertainty of the real world. The learners would have a role in determining the task and how it might be broken up into smaller tasks, selecting which information is relevant, and finding a solution that suits their needs. Many project-based assignments in lyceum readily provide such opportunities, especially when they allow the use of powerful technologies.

Example: *Plan a trip to Australia*

Technology tool: Online discussion forums/email

Target learners: Upper primary

Subject area: English language

Learners learning English could use discussion forums and chat spaces to converse in English with learners in a lyceum in Australia. Connecting with a similar grade level at an overseas lyceum, if it can be arranged, is an excellent way to learn and consolidate language skills, as well as a means to learn about another culture[46].

An authentic context, such as planning a five day trip to the foreign country enables learners to focus on a real goal, and to ask genuine questions about sights to see, food, transport, currency and customs and lifestyles. They can then use other sources to research their trip and plan an itinerary.

Opportunities can also be taken to involve learners in advertised competitions and other schemes such as *GetReel*, a joint initiative of Youth Off The Streets and the Sony Foundation Australia, where learners aged between ten and sixteen years are invited annually to ‘design a 30 second television ad targeting youth drug use and it could be shown on National TV’. In this example, the use of technology to

[46] Pais-Marden M. Language learning and design-based research. *In preparation*. 2007. – P.15

plan, create and edit a multimodal text provides for an authentic activity that would simply not be possible through more traditional resources and classroom experiences.

People sometimes comment that it is much easier to learn a skill or concept when they see it demonstrated by an expert. Authentic learning environments provide access to such expert thinking and performances, allowing learners to observe the task before it is attempted and to access the modelling of processes. This characteristic draws largely from the apprenticeship system, where a learner is assigned to work with an experienced practitioner. Technology allows for the incorporation of a range of 'experts' within the classroom environment in ways that are accessible, cost effective and appropriate for the experience.

Example: *ClassSim: Learning to think like a teacher*

Technology tool: An online simulated environment

Target learners: Pre-service teachers

Subject area: The work of a teacher

Understanding the intricacies of a classroom environment is a challenge faced by many pre-service teachers. *ClassSim* is an online, simulated environment developed to enable pre-service teachers to assume the role of a virtual teacher as they make decisions about teaching and learning experiences, classroom organization and responses to individual learners[47]. Whilst a simulation is only a representation of real-life, there are features that can enhance real-life experiences. For example, a simulation can provide authentic and relevant scenarios, make use of pressure situations that tap users' emotions and force them to act, they can provide a sense of unrestricted options with the ability to carefully review the consequences of decisions made. The opportunity to work within this virtual environment enables pre-service teachers to explore the various aspects of classroom life, with the opportunity to pause or repeat key parts, to explore

[47] Ferry B., Kervin, L., Cambourne B., Turbill J., Hedberg J., & Jonassen D. Incorporating real experience into the development of a classroom-based simulation. *Journal of Learning Design, 1*(1). (2005). – P. 25.

alternative decisions and create other classroom worlds with the support of feedback and advice embedded within the software.

Example: *Capturing explicit processes through vodcasts and podcasts*

Technology tool: Digital camera, iPods with voice recorders, class web environment and classroom experiences

Target learners: 2nd year learners

Subject area: Emphasis on English curriculum areas

There are explicit processes that learners need to understand within many curriculum areas; the learning of the process for long division and understanding grammatical patterns and conventions are examples. To meet this need, a classroom teacher facilitated opportunity where explicit teaching experiences could be recorded as either a vodcast or podcast, uploaded to a web environment, to be downloaded by learners at pertinent times to support their learning both in the classroom and home contexts. While such opportunities may be initially instigated, recorded and made available by the teacher, learners too can become involved in the creation of these resources for themselves and their peers (such as in Figure 2). The developed files provide learners with access to expert thinking and performances with opportunity to listen and view footage as specific processes are modelled.

Figure 2: Introduction screen to student podcasts

These environments illustrate the opportunities technology affords in accessing expert thinking in a manner that would be difficult or impossible to achieve without it. In placing the tools in the hands of the student, so that they are not only consumers but also producers of the resources, they are thinking deeply about the subject and engaging at a level that goes beyond the visiting class speaker.

Rather than learn through interaction with a single perspective (the teacher's), an authentic learning environment provides the learner with the opportunity to investigate multiple ideas, roles and perspectives. Different people, media and resources are employed as required to provide a rich array of opinions and points of view.

Technology allows for this range to be brought into the classroom. However, it is vital that learners are supported in the management of these as they discriminate and discern amongst sources.

Example: *Planning an investigation*

Technology tool: Microsoft Word

Target learners: Middle–upper primary

Subject area: Cross-curricula

When conducting research, it is important that learners understand the need to draw on and discriminate among multiple sources as they prepare their response to the task. Engaging in a planning experience where learners nominate from the range of sources available to them, and consider which would be most appropriate to use, provides them with a framework to investigate some of the multiple ideas and perspectives surrounding the particular focus. Providing a proforma that can be completed electronically, allows learners to engage in initial planning, but also the ability to update this easily throughout the learning process (see Figure 3). Gathering information from multiple sources further supports the notion of research as a way to inform their understandings.

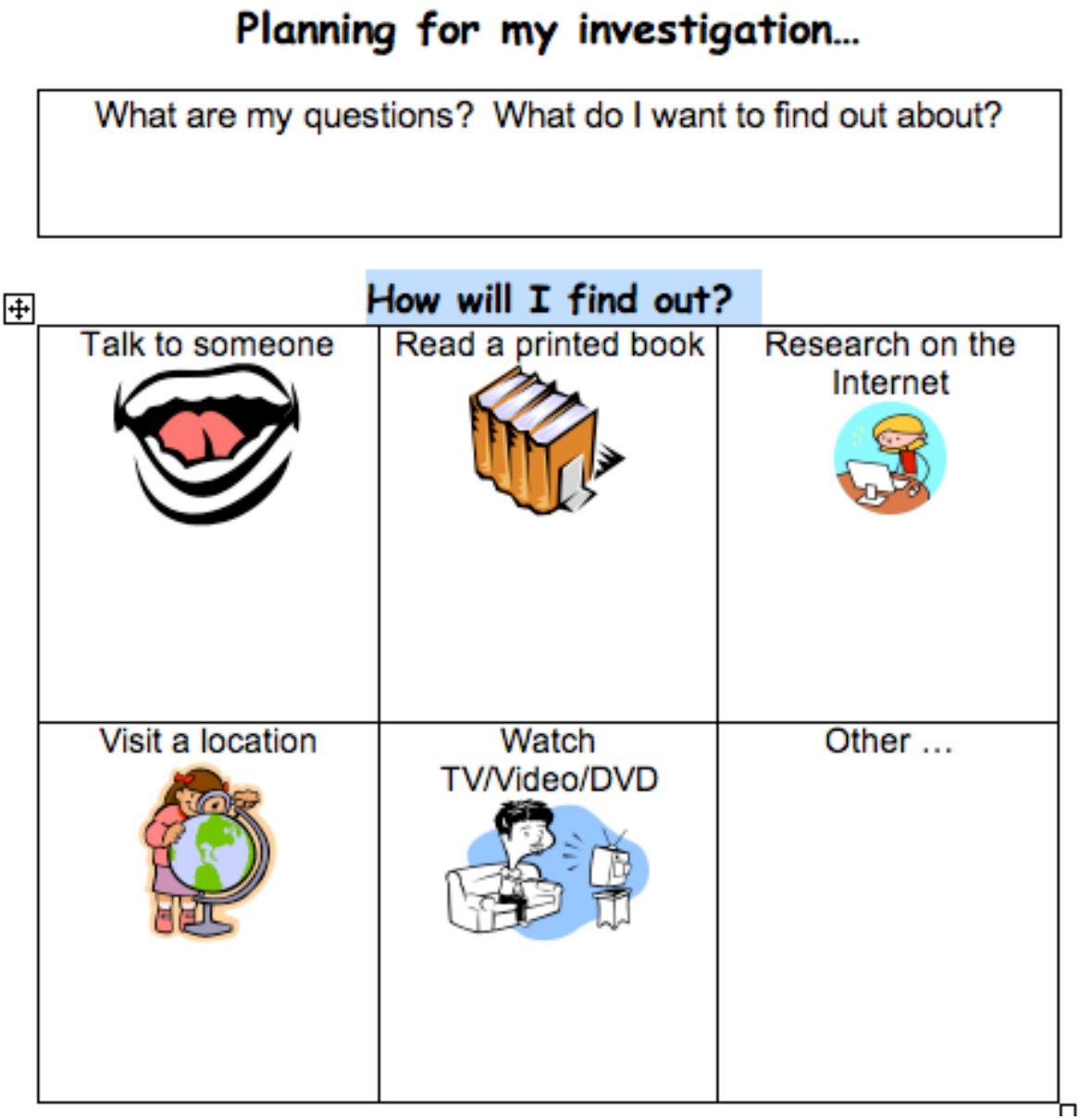

Figure 3: Planning sheet for learners to nominate a range of resources

The use of word processing software as an organizational tool allows learners to plan an activity or task in depth but also to reflect upon the nature of sources of information and the strengths of each particular medium, and the value of the particular source.

Many learning opportunities in lyceum are wasted when learners are not given an opportunity to reflect upon and consolidate their learning. This is typified in anecdotes of learners study, knowing that they only need to remember the information long enough to complete the test, then they can forget it and move on to the next topic. Boud, Keogh, and Walker contended that reflection is a social

process, not necessarily a quiet, solitary activity. An authentic learning environment requires learners to reflect upon a broad base of knowledge to solve problems, and to predict, hypothesis, and experiment to produce a solution[48].

Example: *Learning journal*

Technology tool: Web log site or word processing

Target learners: All

Subject area: Multi-disciplinary

Online journals and blogs, or more simple and available tools such as word processing software, provide excellent opportunities for learners to reflect on their learning journey, either individually or collaboratively. While completing a complex learning task, a journal can be kept (for example, in Microsoft *Word*, Notebook view) to illustrate processes, problems, conversations, resources, examples, and ideas. The journey can be presented in words, pictures, graphics, sounds, movies and other media, and after editing, it can be packaged as a product for inclusion in a student's portfolio.

The use of technology allows for learners to record their learning and subsequent reflections in ways that are easily updated, retrieved, shared, and stored-factors that contribute to the creation of products that would be difficult or impossible to achieve using pencil and paper resources alone.

Teachers wishing to employ more authentic approaches in the classroom can use the principles described here to assist in their thinking, planning and implementation of the learning design. For example, if you wish to create a project that might incorporate a range of mathematics, science and language skills, it is helpful to list the knowledge and skills that you would like the learners to learn. You can then think about how this knowledge might be applied in real world applications to help you create an *authentic context* and *authentic tasks*. It is then useful to ask yourself a series of questions, such as:

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[48] Boud, D., Keogh, R., & Walker, D. Promoting reflection in learning: A model. In D. Boud, R. Keogh & D. Walker (Eds.), Reflection: Turning experience into learning. London:Kogan Page. 2005. – P. 18

How can I ensure learners have access to *expert opinion*? To *multiple perspectives*? What opportunities will learners have to *collaborate*? To *reflect* on their learning? To *articulate* and discuss their growing understanding? How can I support learners through *scaffolding* and guidance rather than by direct exposition? How can I ensure *assessment* is authentic and integrated with the task?

Lastly, question yourself about your own ongoing opportunities for *professional learning* so that you can keep abreast of new pedagogical strategies and approaches, and advances in technology. In this way, you will be giving your learners opportunities to learn in innovative, challenging and creative ways, using technology as a tool rather than as a one-way source of information.

Many authors and teacher educators have explored the introduction and use of information and communication technologies in the auditory from a variety of international perspectives. What is clear from this body of work is that technologies cannot be introduced in an ad hoc or top-down manner. Nor should there be an emphasis on the technology itself promoting physical engagement at the expense of cognitive engagement[49].

The practical ways we identify for technology to be incorporated within classrooms, highlight the importance of identifying clear purpose and rationale for its inclusion within learning experiences. Experiences that put technology into the hands of the learners challenge the traditional roles of teachers and learners and their associated relationships. It is the teacher's responsibility to ensure that technology experiences are closely associated with the rationale and purpose of an authentic learning experience. Each of these examples highlights the importance of the teacher and learners having a clear rationale for completing the task, understanding of the real-life application of the task and appropriate support to complete the task. Technology affords learners the opportunity to engage with tasks that could not be completed using traditional paper based methods.

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[49] FooS.Y., HoJ., & Hedberg J. Teacher understandings oftechnology affordances and their impact on engaging learning experiences. *Educational Media International, 42*(4). 2005. – P. 302.

While authentic learning environments are intuitively appealing, much research needs to be conducted on how best to use them in classrooms. Proving whether authentic approaches work better than other methods by conducting empirical, quantitative research studies is arguably unnecessary and premature. As argued by, the most important emphasis now for educational technology research should be on how to *improve* learning outcomes, not to *prove* that one method works better than another[50].

As we enter the new millennium, we maintain that our research and evaluation efforts should be primarily developmental in nature, that is, focused on the invention and improvement of creative approaches to enhancing human communication, learning, and performance through the use of interactive learning technologies. The purpose of such inquiry should be to improve, not to prove. Reeves has called for more socially responsible research that focuses on development goals, such as design-based research (also known as *development research* or *design experiments*)[51]. Research on authentic learning environments using technology complement this approach, because of its emphasis on solving real-world educational problems and the design of an intervention which is often technology based.

The production of guidelines for other practitioners to use to address similar problems is a useful outcome of this type of research. Focusing on authentic contexts and tasks and the conditions that enable them is a useful reference point for the effective use of technologies as mediating tools to support student learning. Such technology use has the potential to transform and enrich learning experiences. However, for this to happen it is imperative for teachers to carefully plan for and facilitate classroom tasks that promote the principles of authentic learning. Technology must be used in a way that is both authentic and

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[50] Young, M.F. Assessment of situated learning using computer environments. *Journal of Science Education and Technology*, *4*(1). 2005. – P. 90.

[51] ReevesT.C. A research agenda for interactive learning in the new millennium. In P. Kommers & G. Richards (Eds.), *World Conference on Educational Pedagogical technologies, Hypermedia and Telecommunications 1999*. Norfolk, VA: AACE. 1999. – P. 20

pedagogically appropriate for the experience, so that learners can engage in cognitive apprenticeships.

Teachers wishing to employ more authentic approaches in the classroom can use the principles described here to assist in their thinking, planning and implementation of the learning design. For example, if you wish to create a project that might incorporate a range of mathematics, science and language skills, it is helpful to list the knowledge and skills that you would like the learners to learn. You can then think about how this knowledge might be applied in real world applications to help you create an *authentic context* and *authentic tasks*. In this way, you will be giving your learners opportunities to learn in innovative, challenging and creative ways, using technology as a tool rather than as a one-way source of information.

Although the above paragraph is only a brief sample of exercises on the World Wide Web that was given, it may provide a starting point for further investigations, as it is trying to be representative of task types. To explore these sites in every detail, a considerable amount of time has to be spent in front of the computer.

3.2. Approbation of using innovative pedagogical technologies

An experimental study was conducted at Academic lyceum №1 (UzSWLU) in Tashkent. Experiment first year learners in a total of 25 people had been reached.

The experiment was conducted with the use of video.

The experiment involved two groups, the experimental group (further EG) - 108 and the control group (further CG) – 109. In 108, there were 12 representatives and in 109 - 13 students. The 108 we conducted lessons using video and 109 groups are held in the traditional form. During the period of experiential learning by learners was adopted by topic: World around us and lexical structure «Neither ... nor», as well as grammatical structure «Past Continuous Tense».

The essence of the hypothesis put forward by us that the use of video helps to improve the assimilation of knowledge on foreign language lessons, as well as increased motivation to learn a foreign language.

But before you begin to study, consider the list of requirements for an English teacher in the educational process, which shows that teachers need to know and apply the principles of effective organization of education and training to create an atmosphere conducive to an effective learning English.

-Required core knowledge and conditions

- Principles of the organization and dynamics of learning

- Functions and role of the teacher and his duties

- Roles and responsibilities of the student

-Evaluation criteria (match condition)

- The teacher builds together with learners' effective employment structure

- Using the correct patterns of interaction in order to maximize efficient use of time in the classroom

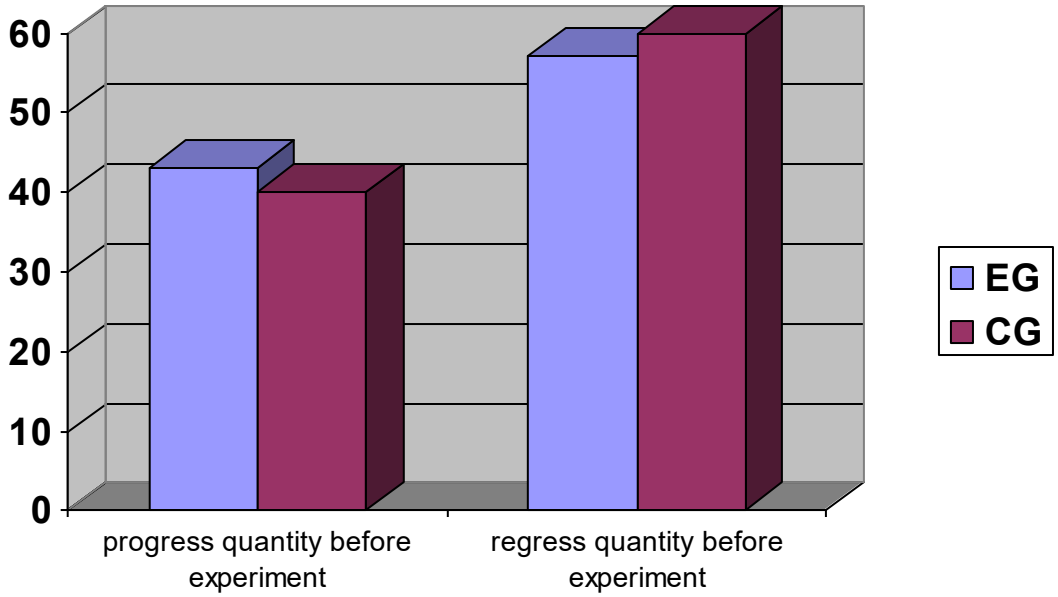
- Demonstrate its ability to deal effectively with problems at training

- Provides learners with opportunities for independent work and the manifestation of personality in the classroom

- Creates a learning environment rich attractive, stimulating and informative materials

In order to confirm this hypothesis, two cutting was conducted: pre- and post-experimental.

Diagramme 1 The results before experiment



Before starting the experiment, we conducted an analysis on the progress made and the data in the table:

	Number of learners	**Progress quantity before experiment**	**Regress quantity before experiment**
EG	12	43%	57%
CG	13	40%	60%

Pre-experimental section was to determine the level of assimilation of new material. To determine this level was held an introductory lesson in the traditional manner in two groups.

Learners read the text «Animals in danger». Then, watch the movie and compare the contents of the text with what they saw.

ANIMALS IN DANGER

People have lived on our planet for many years. They lived and live on different continents in different countries. People depend on their planet, on the sun, on animals and plants around them. Today let's read and speak about some animals on our planet the Earth.

Many animals and birds on the Earth are disappearing. Many of them are in danger. Indian tigers and African elephants are among them. People have hunted and killed many tigers in India and a lot of elephants in Africa. Why?

Tigers and elephants are often dangerous animals. Tigers can kill cows, sheep, other domestic animals and sometimes they can also kill men. Some people are afraid of tigers and kill them to save their domestic animals and their lives. But some people have often hunted tigers for fun and for their beautiful skin. They can easily sell the skin and get a lot of money as the prices are high.

The result is very sad. There are few Indian tigers left on the Earth now. Many of them are old, sick animals. Most tigers do not hunt people nowadays, but hide from them in deep, dark forests. Or they rather hid there earlier, because there are not many forests for tigers nowadays. People have cut down many trees. And the question is: "Have those animals got a future?"

We can ask the same question about African elephants. They are wonderful animals. They can help men. In the 19th century Africa was full of elephants. But these days there are not many of them except in African parks.

This is the sad story of Indian tigers and African elephants. But many less dangerous wild animals and birds are also disappearing from the Earth. Modern life is bad for them. The air is not fresh. The water is not clean. They do not often have good things to eat and space to live. You can find their names in the Red Book. You can find the names of some fish there too.

People must take special care of them all.

We must save wild animals.

We must find the right balance between land, people and animals.

We must take care of nature.

As a control, reference work on the subject passed «Animals in danger» was used.

Pre-cards with the tasks have been prepared. to come up with the dialogue, using the new vocabulary and the structure of «Neither ... nor», and «Past

Continuous Tense» it was necessary to correlate the two columns, the third assignment learners should be in the first and the second task.

1. Find the right variant and complete the sentence.

a) People depend on ... - their friends, on parents and on children.

- Their planet, on the sun, on animals and plants around them.

- Their cows, on sheep, on other domestic animals.

- Their money, on cars, on houses.

- Their life, on kindness, on friendship.

b) People have hunted and killed ... - many cows and sheep in Africa.

- Many cows and sheep in India.

- Many tigers in Africa and a lot of elephants in India.

- Many tigers in India and a lot of elephants in Africa.

- Many birds and fish in Africa.

c) Most tigers hide from people ... - in people's houses.

- In deep, blue rivers.

d) In the 19th century Africa was full of ... - sheep and cows

- elephants

- Tigers and elephants

- tigers

- Birds and fish

e) In the Red Book you can find their ... - names.

- skin

- places

- babies

- prices

f) We must find the right balance between ... - plants, animals and people

- Our planet, the Red Book and animals.

- Land, people and animals.

- Land, our planet and animals.

- The Red Book, people and animals.

2. Complete the sentences logically from the 1st column using the words from the 2 done.

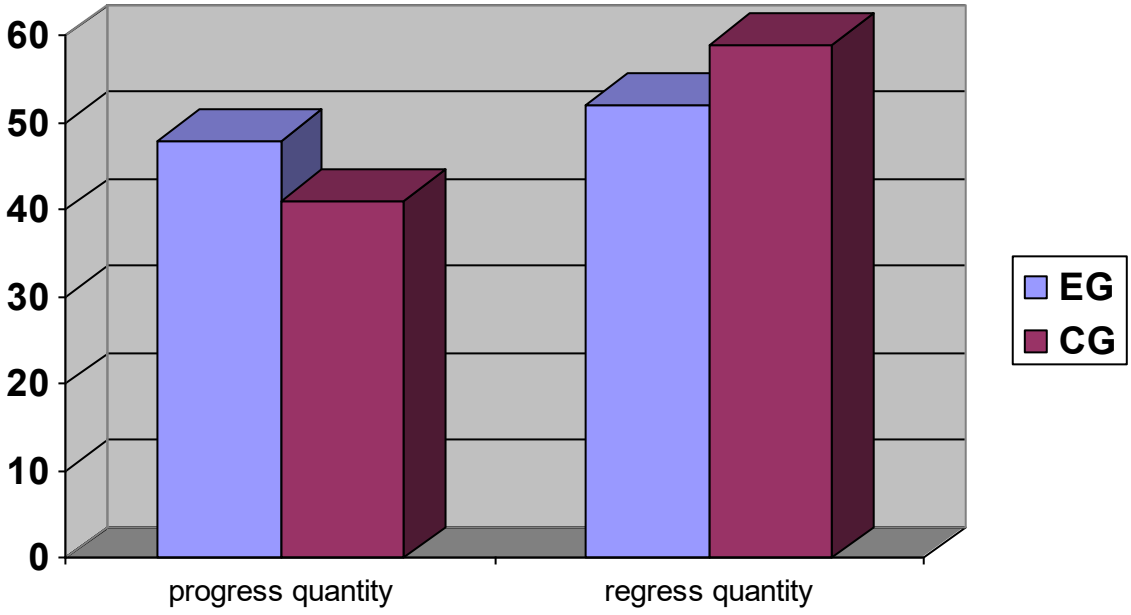
3. Work in pair. Write down a dialogue using the vocabulary of the text "Animals in danger" and the Past Continuous Tense.

Once we figured out the control work student performance data are entered on the below specified table:

	Number of learners	**Progress quantity**	**Regress quantity**
EG	12	48%	52%
CG	13	41%	59%

Pre-experimental slice showed that at the beginning of the experiment the level of assimilation of the new material is very low [see. Annex 1, diagr.2], so it was decided to use a modern pedagogical technology, namely video to raise awareness.

Diagramme 2. The results after the first control work



Experimental class was group 108, as we noted above, the lesson took place in non-traditional form using video.

After a couple of lessons we spent post-experimental slice. The learners were asked to play on a similar theme «Animals in danger». For example:

1. The disciples had a list of animals and birds, where it was necessary to determine which of these birds and animals, and to compare that picture.

2. Each pair of learners was a drawing of rare animal species, it was necessary to make up a story about this animal.

3. It was necessary to write what the animals do not have enough on the figures depicted.

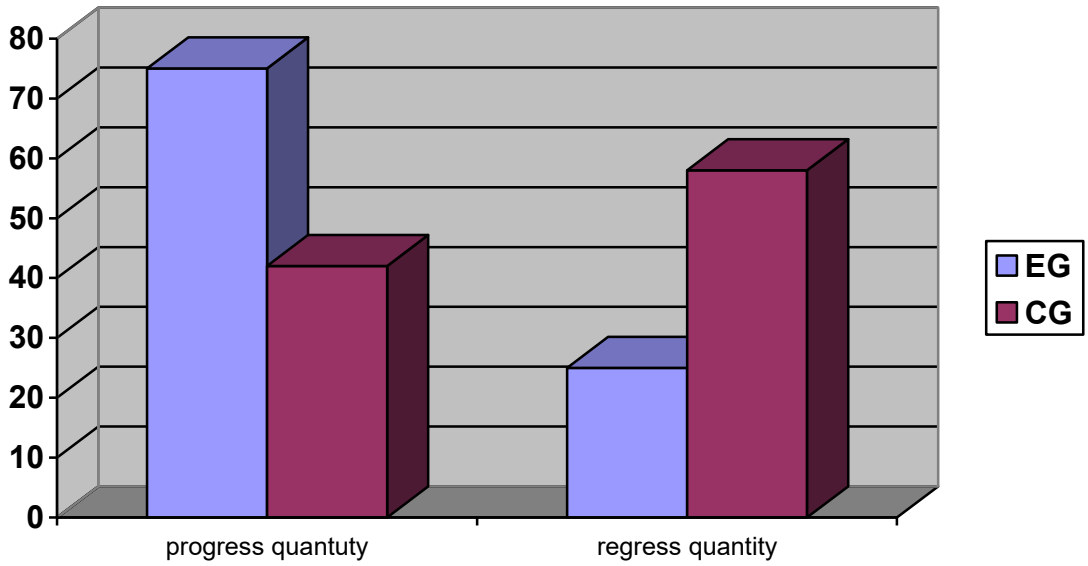
4. On the video clip was provided by animals. We had to watch the video and then tell us in detail how animals should be protected from extinction.

Such control work was carried out to analyze the data. Once we figured out the control work and brought the percentage of data in the table below:

	Number of learners	**Progress quantity**	**Regress quantity**
EG	12	75%	25%
CG	13	42%	58%

After the performance in the EG of the experiment increased by approximately 32%, as the children are interested in learning FL through the use of video, which has enabled us to attract the attention of learners, support their activity and interest.

Diagramme 3. The results after the second control work

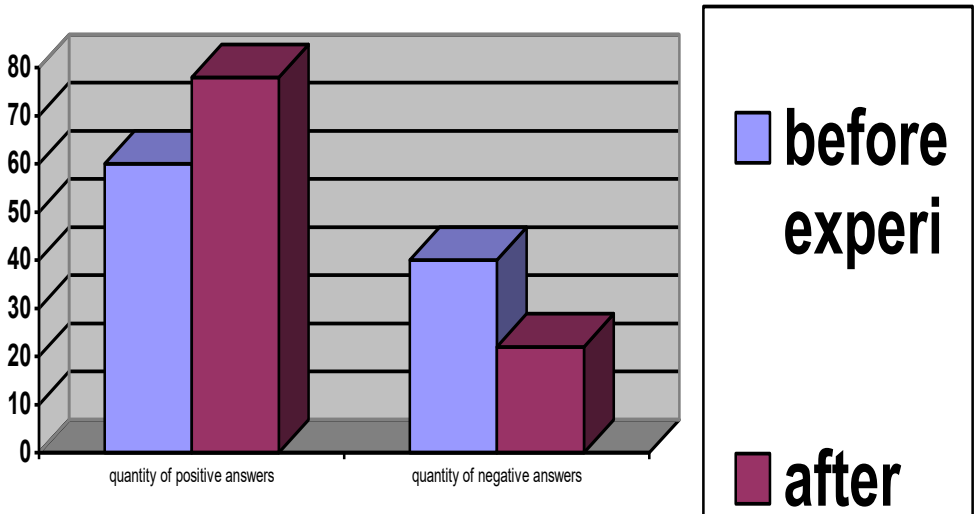


Learners painted, invented dialogue. We tried as much as possible to interest learners. During the experiment we conducted a survey of learners, which allowed us to determine the level of interest of learners in the study FL, the survey data, we have brought in the below specified table:

Do you like to learn English through modern pedagogical technologies?	**Quantity of positive answers**	**Quantity of negative answers**
Before experiment	60%	40%
After experiment	78%	22%

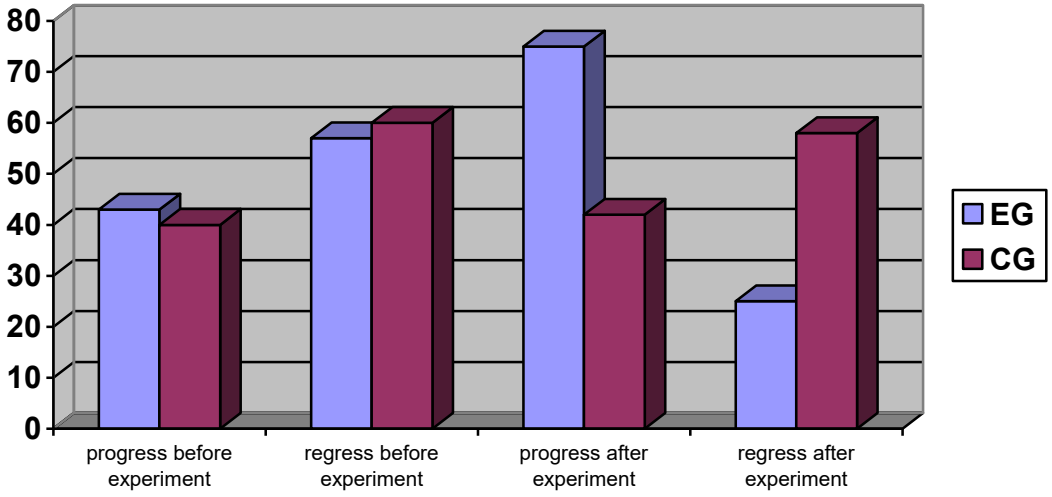
Thus, quantitative and qualitative analysis of the experimental data showed that over a short period of time using the video quality can be increased knowledge.

Diagramme 4. Do you like to learn English through modern pedagogical technologies?



Experiment data analysis showed that the increased activity of the learners work, increased interest in the subject studied.

Diagramme 5. Research findings



Thus, the hypothesis that has been put forward by us, was proved.

Having reviewed the pedagogical technologies, we concluded that the use of video in the classroom engage the learners in a process of learning foreign languages.

Results of a research led to the following conclusion: the use of the pedagogical technologies at the English lessons facilitate quick and easy assimilation of educational material, because learners develop memory that adjust

to the active work that increases student interest in the subject. Consequently, it increases the efficiency of the educational process as a whole.

Also, individual work with technical means of education contributes to the development of independence, accuracy and teaches to develop the capacity for analysis and synthesis.

Many classroom teachers are seeking more interesting ways to use technology in their groups, not only as a means to engage learners in meaningful and immersive learning environments, but also to enable learners to use and experience powerful cognitive tools. However, what often happens when teachers begin to expand their use of technology is that the teacher is the only one to use the technology, usually in the form of exposition of content, such as in PowerPoint presentations or showing documentaries or films. Or alternatively, the focus sometimes rests solely on the technology itself, such as in learning to use a digital video camera, rather than on the knowledge, content and processes of the subject area. However, as noted by Jarvis 'technology amplifies our intellectual and physical capacity', and in this context, technology can play an integral role in supporting higher order learning[52].

Jonassen has argued that computer technologies, when used as *cognitive tools* or *mind tools*, represent a departure from traditional thinking about technologies.[53] Rather than be used as a means to efficiently transmit information and content to learners, technologies can be used by learners as 'intellectual partners', and as tools to analyze and interpret their understanding. Critically, Faerch & Kasper contended: 'Learners cannot use cognitive tools without thinking deeply about the content that they are learning, and second, if they choose to use these tools to help them learn, the tools will facilitate the learning process'.[54]

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[52] Jarvis H. Using the World Wide Web for an 'authentic learning experience'. Modern English Teaching, 4. 1997. – P. 47.

[53] Jonassen D.H. Technology as cognitive tools: Learners as designers [Electronic Version]. *ITForum* from http://itech1.coe.uga.edu/itforum/paper1/paper1.html.

[54] Faerch C., & Kasper, G. The role of comprehension in second language learning. Applied Linguistics 7(3). 1986. – P. 261.

Using principles such as these to design learning tasks in classroom contexts can provide a learning environment that is not only innovative and rewarding for both learners and teacher, but is also theoretically sound. Using technology to implement or enhance such principles further increases their appeal to learners, but also provides powerful tools to assist their learning[55]. While not crucial, there is little doubt that different forms of technology afford great potential as enablers for authentic language materials used above.

Each principle is described in brief and examples from a range of classroom contexts are given of how it can be employed with thoughtful and creative use of readily available technologies. While just one principle is the focus of each of the sections, ideally any learning environment should consider all aspects in its design to ensure maximum effect. These principles form the basis of nine of the ten suggestions in this paper for transforming your ideas about authentic learning into classroom practice using technology. The last suggestion is an overall one that is critical to any teacher's professional practice but one that itself can also be facilitated by technology: ongoing professional learning and development.

Authentic contexts in the classroom are more than simple examples from real world practice that act as illustrations of a concept being taught. The context needs to be all embracing, to provide the purpose and motivation for learning, and to provide a sustained and complex learning environment that can be explored at length.[56] It needs to reflect the way the knowledge will ultimately be used, so it presents the whole environment first, rather than introduce elements one by one. Through the use of technology, it is possible to bring a range of authentic contexts into the classroom.

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[55] Felder R. M., & Henriques E. R. Learning and teaching styles in foreign language education. Foreign Language Annals 28. 1995. – P. 25.

[56] Fish H. Graded activities and authentic materials for listening comprehension. In The teaching of listening comprehension. ELT Documents Special: Papers presented at the Goethe Institut Colloquium Paris. London: British Council. 2001. – P. 110

Summary of the 3rd chapter

The future of technology in education is quite promising. In fact, because of networked technologies, language teaching and learning, more specifically, second language learning, is experiencing a new era of innovation. Many educators and researchers agree that it would be a waste of valuable resources if pedagogy does not take advantage of the technologies available. The dynamism of technology has already changed more than the face of education and this chapter is intended to offer a glimpse of the existing and possible roles that technology might play in content classrooms with EFL learners. This integration of technology into language learning may just be the tip of the iceberg, as this evolution has, by most accounts, only just begun. The educational tool set that technology provides can enable language teachers and learners to quickly reach new goals, never before thought possible. The ultimate maturity of computer technology, could make second language teaching more effective and spontaneous.

However, content teachers should not be passive utilizers of technology, they must be active participants, continuing the critical interaction necessary to language learning. Teachers need to take more active roles in exploring how to utilize available technologies to provide optimal help to EFL learners.

Computer technologies enrich teaching content and make the best of class time and break the “teacher centered” teaching pattern and fundamentally improve class efficiency. Due to large groups it is difficult for the learners to have speaking communication. The utilization of pedagogical technologies sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers’ instruction, and the information provided is limited due to traditional groups. On the contrary, pedagogical technologies technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates learners’ initiatives and economizes class time meanwhile increases class information.

Computer technologies can offer the learners abundant information more plentiful than textbooks and help them to get of displays vivid cultural background,

rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the learners with knowledge and bring about information-sharing among learners and make them actively participate in class discussion and communication.

In this chapter, we have focused on the use of technology as cognitive tools within authentic learning environments, exactly the kind of environment in which the enormous potential of cognitive tools can only be realized within a constructivist framework for learning. When technology is used as cognitive tools rather than for the dissemination of content and information, it allows learners to engage more meaningfully with tasks, and to assume ownership of their knowledge, rather than reproducing the teacher's.

Focusing on authentic contexts and tasks and the conditions that enable them is a useful reference point for the effective use of technologies as mediating tools to support student learning. Such technology use has the potential to transform and enrich learning experiences. However, for this to happen it is imperative for teachers to carefully plan for and facilitate classroom tasks that promote the principles of authentic learning. Technology must be used in a way that is both authentic and pedagogically appropriate for the experience.

CONCLUSION

Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task-based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning. Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

The Internet is occupying an important part in the learning-process. In the same way as computers have promoted and facilitated more effective and motivating learning experiences, the World Wide Web can be also used very effectively in vocabulary teaching. Preparing for an Internet-based language lesson may be rather demanding, as looking for information on the World Wide Web requires a considerable amount of time. However, it is absolutely rewarding using it in teaching languages, as learners benefit from it enormously. In addition, the range of educational materials increases constantly and new resources appear on the Internet, which has to be exploited.

Above all, also teachers benefit very much from using the World Wide Web in language teaching. After having used educational websites for a certain amount of time, finding suitable material will be to a large extent easier. Definitely, technological development will accelerate, and new teaching tools will appear.

What now is considered to be a technological innovation will be quite common in a few years. Consequently, it has to be engaged with it as early as possible.

However, the World Wide Web should never be used in the language lesson just for the sake of novelty. It is essential that learners see its purpose. Without clear objectives every invention appears to be ineffective

Knowing that educational technology does result in learning, perhaps the question we should now ponder is how we can optimize learning with technology-before the content reaches the classroom and once it is in the hands of learners and teachers. The recipe for success goes beyond technology and content to the learner, the teacher, and the environment in which technology is employed.

The practical ways we identify for pedagogical technology to be incorporated within classrooms, highlight the importance of identifying clear purpose and rationale for its inclusion within learning experiences. Experiences that put technology into the hands of the learners challenge the traditional roles of teachers and learners and their associated relationships. It is the teacher's responsibility to ensure that technology experiences are closely associated with the rationale and purpose of an authentic learning experience. Each of these examples highlights the importance of the teacher and learners having a clear rationale for completing the task, understanding of the real-life application of the task and appropriate support to complete the task. Technology affords learners the opportunity to engage with tasks that could not be completed using traditional paper based methods.

The keys to raising learner achievement are to provide learners with a solid foundation of basic skills and to motivate them to learn. Technology can help accomplish this goal. It engages learners and fires their imaginations. It helps teachers stimulate young minds in ways that make a profound and lasting difference. Numerous research studies on the impact of technology on student achievement have demonstrated this finding with remarkably similar results. A review of the literature resulting from these studies supports the following conclusions:

• Pedagogical technology engages learners, and as a result they spend more time on basic learning tasks than learners who use a more traditional approach and offers educators a way to individualize curriculum and customize it to the needs of individual learners so all learners can achieve their potential.

• Learners who have the opportunity to use pedagogical technology to acquire and organize information show a higher level of comprehension and a greater likelihood of using what they learn later in their lives.

• By giving learners access to a broader range of resources and pedagogical technologies, learners can use a variety of communication media to express their ideas more clearly and powerfully.

• Learners who regularly use pedagogical technology take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem.

The role of pedagogical technologies have changed greatly. Previously, it was used mainly for drills and exercises. Technological and pedagogical developments now allow us to better integrate computer technology into the language learning process. Pedagogical technologies programs incorporating speech-recognition software can immerse learners into rich environments for language practice. Varied Software and large language corpora provide learners' the means to investigate language use in authentic context. And the Internet allows for a great number of opportunities to communicate in the target language and pedagogical technologies information.

Future developments in networked communication, pedagogical technologies, and artificial intelligence will likely converge, creating a potentially more central role for the computer as a tool for authentic language exploration and use in the second language classroom. As our focus of attention gradually shifts from the computer itself to the natural integration of computers into the language learning process, we will know that computer technology has taken its rightful place as an important element of language learning and teaching.

It is important to remember that we do not need to change teachers' beliefs before we introduce them to various computer technology applications. A more effective approach might be to introduce teachers to the types of computer technology uses that can support their most immediate needs. This should increase teachers' confidence for using computer technology so that higher-level uses become more plausible. It is necessary to convince teachers of the usefulness and benefits of these resources in improving teaching and learning. This suggests the need for effective guidance, support and training for teachers in integrating computer technology resources into language instruction through more practical experience. The prominent factors that influence the use of computer technology resources are provision of efficient and effective training support, and more systematic incorporation of technology resources into the curriculum. It is necessary that we increase our understanding of teachers' beliefs as part of our efforts to increase teachers' computer technology skills and uses. This will not only enable teachers to use computers to their full potential but will enable learners to reach theirs as well.

While introducing computer technology resources to teachers, their beliefs should be emphasized and guidance and assistance should be provided on ways of integrating these resources into instruction. Those who plan to integrate particular technology resources need to provide the rational and grounding for better integration into language instruction and learning. Teachers need to be provided with explanation, guidance and assistance from trainers and other colleagues, and also the opportunities to reflect and discuss the integration, share outcomes and possible problems with each other. To understand how to achieve better integration, we need to study teachers and what makes them use computers, and we need to study computer technology resources and what makes teachers want to or need to use them.

Concerning the development of pedagogical technology, we believe that in future, the use of pedagogical technologies English teaching will be further developed. The process of English learning will be more student-centered but less

time-consuming. Therefore, it promises that the teaching quality will be improved and learners' applied English skills can be effectively cultivated, meaning that learners' communicative competence will be further developed.

In conclusion, we believe that this process can fully improve learners' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas pedagogical technologies technology can be used effectively in classrooms of EFL with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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