МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ

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STRATEGIES TO USE TICE-TECHNOLOGIES
IN SECOND FOREIGN LANGUAGE CLASSES

The article deals with the strategies to create plurycultural competence in SL classes. The conclusion is made that the communicative approach while using TICE-technologies and personality-oriented programs for students must be followed.

Key words: communicative approach, TICE-technologies, personality-oriented programs for students

Introduction. In recent years a great number of researchers in the field of foreign language teaching methods and modern techniques have paid their attention to the use of Internet sources and information available on the Net. Computers have been used in higher educational establishments as tools for educational purposes for more than thirty years; the Internet and educational software being used for more than ten years already. The latest research papers pertaining to the matter under discussion show the necessity of the use of *TICE-technologies de l'information et de la communication pour l'éducation* (i. e. information and communicative technologies for educational purposes) which present a great variety of opportunities [11, p. 34; 12, p. 124].

The body. Foreign academic materials include those dealing with the use of *TICE.* For instance, Carmen Vera [14:34] argues that there exists an ample opportunity due to the use of Internet and software for educational purposes. The scholar states that while using computers in foreign language classes there appear new forms and methods of teaching such as: 1) autodidaxie – i.e. self-education, while surfing the Internet to obtain and collect necessary information and materials; 2) apprentissage guidé – the form of education when a student freely chooses the way in which he works with the teaching materials to be suggested by his/her teacher; 3) apprentissage dirigé – the form of self-education, when teaching aid/materials and methods of working with the educational materials are chosen by the teacher. The main advantage of these forms (autodidaxie, apprentissage guidé and apprentissage dirigé) is the student's free choice of the rhythm or speed at which he works on and studies the materials. The personally chosen speed of learning the material is the main motivation principle for the students, according to the scholar.

Multimedia educational software gives the opportunity to create real communicative situations to build linguistic competence in oral and written communication. So, a French scholar named G. Chauminot [5, p. 33] states that multimedia software allows a student to choose the speed of learning the material and working on it individually to meet his or her needs. The field research conducted by the scholar shows that the best results of education have been obtained by those students who have used software educational programs. Their motivation enhanced and the students understood the materials in full. The author considers the joint use of the

suggested methods of teaching to be efficient in educational process. They will improve the strategies of education as well.

Most researchers in their works present their results of using software programmes, conferences, interactive Websites. According to them, it is necessary to establish new Web portal for self-education to teach foreign languages, to provide self-check tests. Surfing this site, students can find out about their level of mastering a foreign language, they can visit forums to talk to other students learning foreign languages [6, p. 37].

F. Durel and K. Winnicka [8, p. 37] emphasize such an aspect of educational process as development of creative writing in the form of writing novels with the help of e-mails; W. Clijsters and M. Verjans [6, p. 38.] share their experience of games and language contests in the process of teaching a foreign language; M-H C. Torres [13, p. 32] tells us about the advantages of holding Internet conferences which develop different types of competence (oral and written forms of communication in the course of the conference; written communication after the conference has finished (e-mailing); B. Cord, Ch. Ollivier [7, p. 33], F. Henri and K. Lundgren-Carol [9, p. 28] describe the advantages of the so-called *co-operative learning* with the help of interactive web sites, e.g. Canal Rêve, Imagiers or Olyfran, which are a medium of communication, these sites bringing together the students to share their opinions on different problems, talk on various subjects, and in this way to learn a foreign language by conversing. F. Malin [10, p. :33] mentions the opportunities which are presented by the Internet in developing the skills of reading and writing on the interactive web sites and Internet forums where competitions can be held and discussions can be organized.

Thus, computers help us to generalise and accumulate a large body of data (information) which contributes to the teaching materials to be studied by the students during one practical lesson. Great information capacity allows presenting speech model in different communicative settings and contexts. At that, it is possible to model such a communicative situation which could be personally important to the student. In this way we can enhance motivation for studying and, as a result, the efficiency of the teaching process increases.

Teaching foreign languages today is teaching students intercultural communication. This being said, it is necessary to emphasize the following fact that only if we combine speech communication and socio-cultural component, we will give the educational process communicative-cognitive nature [1, p. 139].

According to most authors who resort to the help of Internet in teaching foreign languages during their classes the interactive study not only changes the structure of the lesson but also it changes its concept. The teacher is no longer the centre of the teaching process and the student is no longer the object of the educational process but he/she becomes the doer of the educational process [3, p. 5]. So, the teacher is not the coach, the teacher becomes the counsellor, or consultant.

It is well-known that Internet, if used creatively and rationally, can be not only a useful and necessary method of teaching, but also a cultural source of studying [2, p. 25].

One of the priority items of the public policy in the sphere of education in Ukraine, as it is stated in the National doctrine of education development (approved by the Presidential edict № 347\2002 dated 17 April 2002), is introducing innovations into education. According to the Bologna Convention which Ukraine has signed the most important element of education is developing program for self-education and self-study.

Alfred Nobel University, Dnipropetrovsk has been using Internet for educational purposes in teaching different subjects for a long time already as one of the most promising methods of education [4, p. 43].

Generally, Internet is used as a source of extra teaching materials in the process of mastering foreign languages. However, only in the classroom is it possible to unveil the greatest potential of the Internet resources: we can use educational software on the web for self-education, long-distance learning, e-mailing foreign partners, creative work in editing the interactive magazines online, etc.

From the point of view of general linguistic and communicative competence, we can distinguish the aims of education: declarative knowledge (savoir), skills (savoir-faire), personal features (savoir-être), or the abilities to acquire knowledge/study. Forming skills and acquiring

knowledge by students who master a foreign language should be done at such a level when these students obtain enough communicative and linguistic competence which is sufficient in certain communicative contexts, i.e. the students are ready to communicate and exchange information in four forms: listening, reading, speaking, and writing. However, as a result of our everyday work, we may conclude that the skills of listening comprehension and writing are not developed well enough in the case when the students are not submerged in the atmosphere of speaking a particular foreign language by native speakers of it, students being alienated from the communicative setting of native speakers even at faculties where future interpreters/translators are being trained. Thus, most researchers strive to find out ways and forms of new educational methods to improve such skills. Among other elements in training students, Internet and IT technologies are considered to be a priority area for improving educational process in higher educational establishments.

The European Language Portfolio (ELP) is defined by the Council of Europe as a document or a portfolio of documents with the help of which the owners of the portfolio show their results, experience gained and achievements in mastering foreign languages; they collect model papers, certificates and diplomas. Following the results obtained when using this portfolio in higher educational establishments and different educational organisations in more than fifteen member states of the European Council, the European Language Portfolio provides the opportunities for learners of foreign languages to get information about their progress of study, to improve communicative competence skills, to set goals for the future.

The information from different publications suggests the following: the use of language portfolios encourages students to be active doers of the educational process, arouses interest in life-long education, motivates students to assess their progress in mastering foreign languages. Thus, thanks to the language portfolio system, increasingly these are the students themselves who are responsible for their mastering foreign languages.

Taking into account good positive results of the use of portfolio system in teaching foreign languages both in the EC countries and in Ukraine, we use the portfolio system when teaching second foreign languages to the students-future interpreters/ translators working with two foreign languages.

According to the All-European Reference for Languages, the European Language Portfolio is compiled in accordance with the determined levels of mastering a foreign language for the purpose of collecting standard certificates and levels of language proficiency, detailed information about the progress of study, acquired linguistic competence, the detailed curriculum of language courses, motivation for self-study and self-assessment in the process of mastering foreign languages in language courses.

In view of the fact that teaching foreign languages takes place not in the language environment of the native speakers of this or that particular foreign language, the educational process lacks motivation for students to study a foreign language. We consider the creation of the real language/speech environment for this or that foreign language being studied to be one of the major ways of encouraging our students within the framework of the European Language Portfolio system.

One of the steps to encourage students' motivation is using a personal e-mailing program conducted under the supervision of teachers. This is done according to the following plan: 1). a common purpose of studying a second foreign language (French, German or Spanish); 2) a teaching strategy; 3). a procedure to be followed.

This personality-oriented program, which is a part of the above-said *apprentissage dirigé*, provides individual self-study under the supervision of the teacher in multimedia classes.

The greatest advantage of such strategy of studying in multimedia classes is the students' free choice of speed at which they study the teaching material necessary to cover in accordance with the curriculum and this is, first and foremost, very important in encouraging students. Moreover, this system enables the teacher to create communicative setting for both written and oral forms of communication.

From our experience of teaching second foreign languages, we consider it wise to work on the first introductory topics with the help of Internet starting with the very first class of the

second year of study at the University. At our University, students are encouraged to send e-mails to foreign partners under the supervision of teachers in the multimedia classrooms.

The forum link on the website of a Canadian university at www.trentu.ca help to enliven classes of teaching foreign languages by e-mailing service contributing to developing the skills of written communication. Students are offered collective e-mailboxes where to talk over different topics suggested in advance – those including topics in accordance with the curriculum at different levels of study: about myself, about my family, about person's appearance and character, about hobbies and interests, clothes, etc.: *Parler de soi, Parler de la famille, Parler de l'apparence et de la personnalité, Parler des loisirs et de ses intérêts,Parler des vêtements, Parler de sa santé, Parler des arts (le cinéma, le théâtre, la musique), Parler des arts (les spectacles de rue et ceux du cirque), Parler des jeux de société, Parler de son pays, Parler de la consommation, Parler du passé, Parler de l'avenir, Parler des médias, Parler du temps, Parler de la publicité, Parler de son environnement, Parler voyage etc.*

Interlocutors express their ideas on this or that topic or problem being discussed in the process of e-mailing, i.e. we create a real communicative setting, context of communication which goes on in groups of 4–6 students. Contrary to compositions, essays and résumés this is not a simulation of communication acts but a real communication situation. Moreover, this communication (mailing on the Net) continues during the following classes and it changes into oral form of communication when students discuss the information obtained from the written letters in their academic groups. Therefore, we are able to build plurylinguistic competence skills in the context of both oral and written communication.

Thus, the advantages of *TICE* (i.e. information and communicative technologies for educational purposes) are clear enough, they provide ample opportunity to develop linguistic competence.

According to the All-European Reference for Languages, setting main and intermediate objectives of teaching and studying foreign languages is to be based on the needs and wants of students and of the society, on the tasks and assignments to be attained in the educational process, plurycultural competence and teaching strategy to be developed and improved in the course of study.

Taking into account the fact that teaching a foreign language is conducted far from the linguistic environment of native speakers of this or that particular foreign language, we hold the creation of personal environment for students to communicate with such native speakers through the program of e-mail exchanges as one of the most effective educational tools.

Our experience of the implementation and use of TICE technologies with the help of creation of personal communicative environment has proved that it is this method which gives the opportunity to students acquiring a foreign language to individually check the results and progress they are making in learning, as well as to develop their plurycultural competence.

Moreover, this is, perhaps, the most important method of teaching in the situation when students are alienated from the communicative setting of the native speakers because it provides the required motivation for continuation of studying.

Conclusion. Nowadays TV news and the press together with e-mail communication and the Internet influence considerably both teachers and learners. It means that these media can be profitably used in teaching which is to be contextual and specific to the individual needs of students. One of the fresh ideas of motivating students to study a foreign language is based on developing writing skills through the use of an e-mail program of correspondence. It is to be used in student's self-training activities.

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У статті розглядаються питання, пов'язані з формуванням плюрикультурної компетенції під час аудиторних занять з другої іноземної мови. Робиться висновок про необхідність дотримання комунікативно-діяльнісного підходу з обов'язковим використанням TICE-технологій та особистих персональних програм для кожного студента.

Ключові слова: комунікативно-діяльнісний підхід, TICE-технології, персональні програми для студентів.

В статье рассматриваются вопросы, связанные с формированием плюрикультурной компетенции во время аудиторных занятий по второму иностранному языку. Делается вывод о необходимости соблюдения коммуникативно-деятельностного подхода с обязательным использованием TICE-технолоий и персональних программ для каждого студента.

Ключевые слова: коммуникативно-деятельностный подход, TICE-технологии, персональные программмы для студентов.