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**Innovative technologies in teaching a foreign language**

***Annotation***

*The paper discusses different approaches and techniques which can be successfully used either by foreign language teachers in their day-to-day performance, or foreign language students to improve their learning skills. Among these techniques are online English language learning web sites, computer-assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips. It also investigates the impact of information and communication technology on education.* *The interactions between new technology and pedagogical submissions have been revealed to an extent to be addressing the heterogeneous needs of second language learners and any global discovery which aims at minimizing learners’ constraints is a welcome development in a rapidly changing world of technology. It diagnoses the drawbacks and limitations of the current conventional English language learning tools, and concludes with certain suggestions and recommendations as well.*

***Keywords:*** *innovative technologies; teaching foreign languages; computer-assisted language learning programs; distance learning; digital platforms; video conferencing.*

***Анотація***

*У статті розглядаються різні підходи та методи, які можуть успішно застосовуватися як викладачами іноземних мов у щоденній практиці, так і студентами, які вивчають іноземні мови для вдосконалення навичок іншомовної освіти. З-поміж зазначених методик – веб-сайти з вивчення англійської мови в Інтернеті, комп'ютерні програми з вивчення мов, програмне забезпечення для презентацій, електронні словники, програми спілкування в чаті та електронній пошті, прослуховування CD-програвачів та навчання шляхом перегляду відеокліпів. Стаття досліджує вплив інформаційно-комунікаційних технологій на освіту. Досліджено зв'язок між новими технологіями та педагогічними матеріалами, які задовольняють різнорідні потреби тих, хто вивчає мову як другу іноземну та прийняття реалій глобалізованого світу , які спрямовано на мінімізацію обмежень по відношенню до тих, хто вивчає іноземну мову у світі, який швидко змінюється. У статті також здійснено діагностування недоліків та обмежень діючих традиційних засобів навчання англійської мов з наданням певних пропозицій та рекомендацій щодо досліджуваної проблеми.*

***Ключові слова:*** *інноваційні технології; викладання іноземних мов; комп'ютерні програми вивчення мов; дистанційне навчання; цифрові платформи; відеоконференція.*

**Introduction**

In this era of technological revolution, in a time with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains, language teachers have faced with so many fascinating options which can be effectively used in the educational process either to improve the quality of teaching foreign language students, or the formation and development of their communicative culture, and learning the practical mastery of a foreign language.

And, this is not only a new technical means, but also new forms and methods of teaching, a new approach to learning. This paper therefore aims to highlight the role of using modern technology in teaching English as a second language and it suggests an overview of how modern technologies can be of assistance to both teachers and students of a second language setting.

**Stating of a problem**

In the 21 century, technology has become very much part of language teaching and learning throughout the world at all different levels. ICT is a sector that progresses rapidly thanks to an industry that invests researches and develops constantly new products. The problem of using the technologies, specifically, for learning and teaching foreign languages was studied by R. Blair, S. Martinelli, L. Konoplianyk, H. Stern, E. Polat, M. Tailor, and many others.

Most recent studies have shown that the innovative technologies provide with a variety of opportunities and forms of learning; therefore it is a highly important factor, influencing learning from the cultural, social and value perspective. Thus, the use of innovative technologies enhances student motivation for language study by enabling them to choose activities, media sources and content topics most appropriate to their interests and learning styles. Other educationalists in this domain of interest consider that hypermedia creates authentic learning environment and allows combining reading, writing, speaking and listening in a single activity.

**Issues**

*Technology allows distance learning:* Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations.Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is an access to a computer.

*Technology allows group-learning:*Distance learning of this sort can help students receive the support of traditional group-based learning.For implementing this, technology has helped to provide distance learners with online communities, live chat rooms and bulletin boards. All these allow students to collaborate and communicate even though they are isolated in their own space.

*Technology allows individual pacing:*Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Learners (students/pupils) who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all.

*Technology helps lower training costs and increases productivity:* Another benefit of using technology to reach many learners in shorter time is lowering training costs. Corporate and academic institutions can reduce their costs of delivering lessons to learners on a per-learner basis. Moreover, technology produces quantifiable results and allows learners to put into practice this information quickly and with better results. Through the use of technology, the time can be considerably saved and the productivity can increase [1; 3; 4].

**Guidelines**

With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to consider effective new ways to create a better foreign language teaching and learning environment that is supported by multimedia technologies.As a result, Computer-Assisted Language Learning (CALL) has become increasingly popular in the foreign language teaching field.

***Innovations in English Language Teaching***

1. *Digital platforms -* [Facebook](https://www.facebook.com/), [Edmodo](https://www.edmodo.com/), [Moodle Cloud](https://moodlecloud.com/), [Schoology](https://app.schoology.com/login), [Google Classroom](https://classroom.google.com/) – help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host your classes on the cloud and create different types of assessments.

*2. Online corpora.* A corpus is a collection of texts. Corpora, plural term of a ‘corpus’ refers to electronic authentic language databases that can be available via internet or as software installed in desktops. Some of the tools that are available owing to the analysis of texts are: [Linguee](https://www.linguee.com/), [Vocabulary Profilers](https://englishpost.org/analyze-texts-vocabulary-profilers/), [TOEIC Word Lists](https://englishpost.org/toeic-word-list/), [New General Service List and Academic Word List](https://englishpost.org/new-general-service-list-improve-vocabulary/).

*3. Online Continuous Professional Development.* The Internet has made possible that teachers connect with other teachers to seek knowledge that will make a difference in their lives and in the lives of those they teach.

*4. Mobile Learning.* The development of mobile technology and the proliferation of smart phones has enabled the many to access the internet and a huge variety of apps on the go.

*5. Communicating with People Online.* There are numerous ways to communicate online with people outside the classroom; these are some of the most used tools to communicate

* [Skype](https://www.skype.com/en/) is for doing things together, whenever someone’s apart. Skype’s text, voice and video make it simple to share experiences with the people wherever they are.
* [Zoom](https://zoom.us/feature) offers HD video, HD Voice with dynamic voice detection, full screen and gallery view, dual stream for dual screen and feature-rich mobile apps for iOS and Android.

*6. Online Authentic Materials.* There is a variety of digital resources for authentic materials; these are some of the digital resources known to many, for instance: 1) [Voice of America English News](https://learningenglish.voanews.com/); 2) [Youtube](https://www.youtube.com/); 3) [Facebook](https://www.facebook.com/).

*7. Video Conferencing (VC).* Video conferencing continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. Video Conference helps to: 1) expose learners to native English speakers and for facilitating cultural exchanges; 2) bring specialist English teachers into classrooms for direct teaching.

There are many free solutions available, for example: Skype, ooVoo, iChat and FaceTime or Flash Meeting which are free from advertising and free of charge.

*8. Digital Game-Based Learning.* Game-based learning today involves the use of computer and video games specifically aimed to produce learning outcomes. It is designed to balance subject matter and game-play, and later assesses the ability of the learner to retain and apply the acquired knowledge to real-world scenarios.

Digital game-based learning is appealing to students if they have the following elements:

* Competition that provides motivation for students to start and finish the game.
* Engagement means that students want to play and have fun.
* Immediate rewards help learner’s comeback for more.
* Immediate reinforcement and feedback must be instantaneous.

*9. Mobile Technologies.* This tool is broadly used in studying while many users still treat it primarily as an entertaining tool rather than practically academic one.

*10. Blended Learning.* Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

*11. Technology in Assessment.* The range of skills that modern assessments attempt to evaluate is quite broad. It might, for example, include assessing the students’ ability: to participate in a pair work oral activity; to skim a text and quickly look for key information; to tell a story; to follow instructions; to plan and organise an article; to write for a specific group or genre.

*12. Virtual Learning Environment.* A virtual learning environment in educational technology is a Web-based platform for the digital aspects of courses of study, usually within educational institutions. A virtual learning environment allow participants to be organized into cohorts, groups and roles; it presents resources, activities and interactions within a course structure; it provides for the different stages of assessment; it reports on participation; and it has some level of integration with other institutional systems [2;4].

It also needs to be admitted that multimedia English teaching is a recent technique having both strengths and weaknesses. Teachers, who are regarded as the most important chain in giving effective instruction, need to be very accurate and precise while making full use of multimedia and creating an authentic language teaching and learning environment where learners can easily acquire a language naturally and effectively. In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet learners’ requirements.

**Conclusions**

From the above, we can state that the innovative technologies have made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. Thus, the computer-assisted teaching resources can contribute to the formation and development of the following competencies for students studying a foreign language: foreign communicative competence, including all its components (linguistic, socio-cultural, educational and cognitive, etc.); communicative-cognitive abilities to search and select, generalize, classify, analyze and synthesize the information received; communicative skills to present and discuss the results of work with Internet resources; the ability to use Internet resources for acquaintance with the cultural and historical heritage of various countries and peoples; the ability to use resources to meet their information and educational interests and needs . Smart software can facilitate the delivery of multi-module content, provide feedback and track the progress made to students in the process of learning foreign languages.

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