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Theme of the report:

**Distance learning of a foreign language in non-linguistic specialties**

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Uralsk, 2020

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**Introduction**

**The relevance of the study.** The conditions of a multilingual and multicultural society put forward new requirements for university graduates. They should be a professionally and psychologically adapted workers, possessing a well-formed foreign professional communicative competence and able to integrate it into the structure of their professional activities. A foreign language becomes not only a means of professional communication for workers in various fields, but also a means for developing individual “priority” areas of science, engineering and technology. There are traditional and distance kinds of learning. Distance learning tools are increasingly being implemented in educational process. Therefore, the search for innovations in development of methods and technologies for such classes. In particular, scientists work in such directions: increasing the intensity of classes; expansion of content; construction individual trajectories for each student, taking into account his abilities and motivational and value sphere of personality; intensification of independent work students. Although distance learning has appeared relatively recently, it has already become a serious educational element, has established itself as a promising pedagogical technology. This type of activity is gaining popularity due to personal approach, taking into account the student's self-esteem, his motivation and use in the process learning the latest technological tools. Now, for further efficiency gains distance learning methodology, it's time to develop a holistic concept creating tools for working with any discipline, including English.

**The goal of this study** is to investigate how language instructors can use synchronous and asynchronous information and communication technology (ICT) as a media to enrich their foreign language lessons in a meaningful and effective manner.

**Objectives of the study:**

* to identify the definition, goals and objectives of distance learning/ teaching of foreign language;
* to identify advantages and available challenge of distance learning/teaching;
* to introduce readers how synchronous and asynchronous media have already been used in the field of foreign language;
* to demonstrate the synchronous and asynchronous media technics in foreign language teaching in non-linguistic specialties.

**The methodological basis of the study:**

* the theoretical definition of the concept of “distance learning” and “distance teaching of foreign language” by the method of searching and studying complete information (observation method) and the method of comparing two definitions;
* in order to identify the advantages and available challenge of distance learning and using ICT apply an empirical method of research (study and analysis of linguistic, methodological, psychological, pedagogical literature on the topic of research, complete familiarization and study of teaching aids and scientific and methodical journals about the system of distance teaching of foreign language);
* to use of such methods as analysis and synthesis of processed materials for the formation of technics of distance teaching of English in non-linguistic specialties, to do an experimental training through the use of various techniques and methods of distance teaching of English in non-linguistic specialties;
* methods of statistical data processing, quantitative and qualitative analysis of study results.

The report consists of introduction, 3 (three) main chapters, conclusion, bibliography.

**1 Distance teaching of foreign language**

The requirements for the quality of the language training of non-linguistic specialists that have increased in recent years have led to corresponding transformations in the forms of organizing the educational process, methods, means of teaching and control at the university. As a result, within the framework of this article, it is advisable to identify the relevance of distance learning, in general, and an electronic textbook, in particular, for students of a technical university, to determine best practices, learning tools and control of a foreign language. First of all, it is necessary to define distance learning. Distance learning is a form of organization of the educational process, when learning, for example, a foreign language, takes place at a distance, through computer telecommunication networks. Over the years this the form of study was considered as part-time.

What is the specificity of distance learning of a foreign language at a university? Its main feature is the mediated nature of telecommunication. Student and the associated limited opportunities for their interpersonal interaction, on the other hand, it is this form of training that allows you to maximally activate the independent work of students, which in the conditions of a university training is especially important, since the future specialist must be able to independently organize his cognitive activity.

Distance learning assumes a different the form of presentation of the material and the interaction between teacher and student. Undoubtedly, it is precisely in the conditions of university education that a conscious attitude to the learning process is most likely, craving for self-education and self-realization, sufficient knowledge of a computer (possession of user skills in working with a computer) on the part of students. From our point of view, distance learning is not only a new form of education, but also a new form of education. Unlike various forms of distance learning, distance learning training provides opportunities:

- prompt transmission at any distance information of any volume, of any kind (visual and sound, static and dynamic, text and graphic);

- storing it in the computer memory for the right time, its editing, processing, printout, etc.;

- interactivity with the help of specially created for these purposes multimedia information and operational communication with the teacher;

- access to various sources of information;

- work with this information.

The positive aspects of distance learning of English. If a few years ago, distance learning involved sending training materials via mail, nowadays, thanks to the development of technology, this the process takes place via the Internet, via e-mail or via skype. This approach has many positive aspects, the main one of which is the student's ability to study at a convenient time for him in any place where there is access to the network. Naturally, one should take into account the teacher's work schedule, but with him you can always agree and somehow adjust your plans. But anyway, studying at home over a cup of hot tea, you can memorize and learn much better, than in the classrooms of the training center.

There are certain challenges in shifting the teaching of foreign language from the traditional high contact environment to a computer mediated environment. These challenges come from an insufficiency of technological infrastructure, different levels of individuals’ technical sophistication in using computer-enabled technologies, and a need to understand and respect cultural differences.

**2 Computer mediated learning of foreign language**

The ICTs used in computer mediated instruction of foreign language can be classified into either synchronous or asynchronous. Synchronous media methods are time-bound that both of the instructor and learners would need to be attending the session simultaneously. Asynchronous media methods, on the other hand, do not require the participants to attend the instruction session at the same time. This is achieved by having the whole structure of instruction materials preloaded on a computer-based repository accessible by the participants.

Synchronous Methods of Computer Mediated Instruction. Groupware applications are generally incorporated with a functionality that can provide good functional and interactive support foreign language instruction. Hampel found that face-to-face teaching can be transferred to a synchronous media application with a rich set of groupware functions. For example, an application package called Lyceum, which is designed to enhance synchronous interactions with learners using audio, writing, and graphics. The groupware functions available in Lyceum for manipulating text and image information among participants enable learners to easily work together in small groups. However, the limited media richness of this kind of application software does not allow the students to effectively discern other learners’ behaviors through observing each others’ ‘body language’, which is otherwise available in a face-to-face classroom scenario. Videoconferencing is another synchronous media method providing strong interactive capability, yet a high level of media richness, in group support. It addresses the issue of lacking “body language” in groupware. In the one-to-one situations, videoconferencing environment is similar to the traditional face-to-face classroom setting. For example, NetMeeting, an Internet-based desktop videoconferencing tool with a strong video and audio functionality allows geographically distributed learners and instructors to see and hear each other. Unlike other online multi-way group support technologies, videoconferencing enables instructors and researchers to know more about the special needs of the learners by actually ‘seeing’ each other. Thus, a videoconferencing mediated environment can be much more information intensive. The effect of high information intensity can be moderated by the linguistic level of learners. Other problems experienced by the participants when a rich media synchronous method is used is that the participants’ awareness of their exposure to a camera or video recorder may cause them to feel unnatural. Such an unnatural feeling may serve as a nuisance to distract the learners from the instruction. Furthermore, the various technical functions of the application packages may cause both the instructor and the learners to feel under pressure and distracted. A 2004 study conducted by Ware found that learners’ technological abilities affect their performances in learned a second language using synchronous media. In addition to their technical skills, learners’ typing capability also has an impact on their learning. It is noticed that the slower typing speeds of learners impede their ability to keep up with and understand the discussions in a text chat room. Often these learners feel as though they are outsiders eavesdropping in on a text conversation. In such situations, instructors must be able to control the text chat room when learners are at the beginning levels by using limited language to chat with learners. Synchronous media give language learners more opportunities to practice authentic language, but before applying the media the instructors have to consider how learners adapt to such environments and their experience and ability to use the technology.

Asynchronous Methods of Computer Mediated Instruction. Unlike synchronous media environments, participants are more independent and have more freedom in choosing when to participate in an instruction session. In terms of the technical requirements (such as the needs for more equipment), asynchronous methods are more accessible compared to synchronous methods. The major problem of asynchronous media instruction methods is its lack of interactivity among the instructors and learners. This can, however, be an advantage for the elementary level learners who can spend longer time in helping themselves to the instruction materials. Bulletin boards and email are the most commonly used asynchronous media tools. However, Pan and Sullivan pointed out that learners often feel isolated when using asynchronous media such as message postings, and many online learners do not check their email often, thereby limiting their access to potential learning. As a result, in using such tools, instructors must not only consider learners’ potential feelings of isolation, but also provide a framework to facilitate students’ learning activities. For example, the instructors may need to periodically remind language learners to check their email boxes regularly, encourage them to use email to send opinions and ask questions, and provide discussion forum to make learners practice with their writing skills when communicating among instructors and other learners. According to Ware, such discussion board tools can help language learners improve their syntactic complexity while they compare their writing styles and skills with their peers’. Jiang and Ramsay used a different yet innovative asynchronous tool in their study: the sound file. In this research, sound-file questions were posted on the WebCT discussion board each week throughout the semester. Language learners recorded their answers to these questions on the sound files. Both of the learners and instructors found the communication using the sound files to be enjoyable and useful.

**3 Technics of distance learning of foreign language in non-linguistic specialties**

Distance learning technology, which is a requirement of the time and is causing the greatest demand in the educational sphere lately, to some extent, allows to solve the above contradictions. The main feature of this technology is the mediated nature of the telecommunication "teacher-student". Organization of training in this format presupposes obligatory computer literacy of students, and also implements a high level interactivity, provided by the possibilities of the Internet, and reveals the multimedia potential of new information novelties. This form of work allows you to maximize the independent work of students, which is especially important in the context of the transition to new educational standards, since new

Federal State Educational Standards devote a significant number of hours to independent work. At the same time, another feature of distance learning is manifested, which consists in its psycho-logical aspect, primarily for the listener, because the effectiveness of training, which consists mainly of independent work, is 95% dependent on the student, his will, attention, perseverance and self-control.

From our point of view, the technology of distance learning in foreign languages, which includes a variety of work methods, is not only a new form of learning, but also “a new form of education, providing the possibility of prompt transmission of information of any volume and type to any distance; interactivity with the help of specially created multimedia information for these purposes”; implementation of the principles of cultural conformity, communicative presentation of material.

Let me describe some of the techniques of distance learning technology that I actively use in the course of working with undergraduate students studying in non-linguistic areas of training (Computing technology and software; Information Systems; Mathematics and physics; Mathematics and Informatics; Computer science; Costume fashion and design) in M.Utemisov West Kazakhstan University.

So, in practice, training computer programs have found widespread use, the main elements of which, as a rule, are:

a) terminological dictionary;

b) thematic dictionary;

c) thematic text;

d) a block of tasks for mastering the material;

e) additional informational material on the topic with control tasks;

f) exercises for independent work in the intersessional period;

g) percentage of material assimilation.

The electronic product English Discoveries, which is a joint development of Edusoft and Berlitz International, has proven itself well. This extensive 12-CD multimedia course is exclusively for educational institutions; consists of five levels: beginner, basic, intermediate, higher and practical. The course covers all grammatical constructions of the English language and over 3500 lexical units. The main menu contains sections: reading, speaking, writing exercises, listening, grammar, applications, adventure games, tests. Applications include electronic dictionary, mechanism speech recording and playback, as well as an automatic gradebook and service modules to facilitate program management.

Social networks continue to gain popularity and have already become the object of attention of such researchers as J. Barnes, R. Solomonov, P. Erdos and others. Social networks can be classified according to the type of information openness, openness access, by types of communication, by specialization and by geography. One of the types of social networks are linguistic social networks that allow you to learn a foreign language on your own. In turn, linguistic social networks can be classified by specialization, availability of information and geographic characteristics. Work experience shows positive dynamics and use in professional linguistic education of such linguistic social networks as Interpals, Flipgrid and interactive internet services like LinguaLeo, TEDTalks, YouTube channels. I use some sites for loading some books as OUP and very powerful Google Tools, Jamboard, Quizlet. The use of these resources in the educational process allows, with one parties, to organize the practice of communication with a native speaker, entering the international community and finding an interlocutor of interests, and with on the other hand, to improve the language competence, written speech of students, increasing the motivation for learning foreign languages. For videoconferencing with students we use ZOOM platform which is really comfortable and functionable to work with and to use for English classes. Group and pair works may be done due Cession-rooms (break-out rooms).

Also regular organization of videoconferences by the staff of our department on problems related to foreign languages ​​and teaching them reflects a new format of interactive remote communication, which for most participants to my liking. These conferences are held for users who want jointly discuss the problem they are interested in. In the interests of distance learning, electronic conferences are an excellent opportunity for group classes in a creative atmosphere, group consultations, answers to the most frequent questions asked to the teacher. In addition, this type of activity is a successful a means of developing communication skills and research qualities of the student's linguistic personality.

**CONCLUSION**

This study has discussed what the distance learning of foreign language is and its benefits/challenges, how synchronous and asynchronous media have been applied in the field of foreign language teaching. This study discusses both the advantages and challenges of applying the various media methods, both synchronous and asynchronous, in teaching foreign languages. Technics of teaching foreign language in a distance are introduced to provide guidance in choosing the right computer mediate method in teaching foreign languages.

Researchers are still divided on the actual benefits of using synchronous and asynchronous media in language learning; some believe that the benefits are obvious while others weigh the potential benefits against the potential pitfalls (e.g., lack of technological skills on the part of the learners and instructors). However, most researchers agree that, as long as the instructors apply the appropriate computer instruction in their classes and support students in utilizing the tools appropriately, a positive relationship will develop between students and teachers. However, since many software applications do not support in-depth learning and are designed for profit rather than helping learners, instructors must become fluent and critical users of technology in order to choose software applications that suit learners’ needs and provide relevant education. The problem arises in that most certified ESL instructors have no training on how to incorporate new technology into their courses; some are not even familiar with most basic computer tools. Although recent and future students who seek ESL degree are being required to take computer courses, they are still unfamiliar with software and technologies suited for their future ESL learners. Therefore, before applying any media methods in language courses, instructors and administrators have to consider the learners’ needs in conjunction with the teaching and learning approaches while avoiding bad software in the field since, when bad software is used, poor learning can result.

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