

# Internet technologies in modern concept of English teaching (general and translation theory)

*Oksana Akay*<sup>1,\*</sup>, *Irina Tsarevskaia*<sup>1</sup>, *Irina Shcherbakova*<sup>1</sup>, and *Natalia Krivtsova*<sup>1</sup>

<sup>1</sup>Don State Technical University, Gagarin square, 1, Rostov-on-Don, 344000, Russia

**Abstract.** The problems of teaching a foreign language to students of non-linguistic higher educational institutions have changed radically. Besides the professional qualification, an expert has to possess the skills of free language proficiency as the means of business communication within the professional activity. Relevance of new information technologies' use is dictated by the pedagogical needs for increasing the efficiency of the training developing, in particular, the need of the following skills' formation: independent educational activity, research, creative approach for training, formations of critical thinking, new culture. The new information technologies in teaching a foreign language use is caused not only by aspiration to novelty, but by training at the info communication technologies base, which allows to realize a personally focused approach to the identity a student as the main conceptual direction of the 21<sup>st</sup> century formation.

## 1. Introduction

Modern realities dictate need the new approach and use of innovations for teaching foreign languages. It is connected first of all with spreading Bologna Process all over the world and with intensive development of global computer network.

The Internet and education are inseparably linked with each other today. Special technologies of distance learning are created, there are available to teaching foreign languages various services of the Internet, such as world wide web of WWW, e-mail, teleconferences, etc.

Innovative Internet technologies led to improvement of training system in foreign languages: methods and forms of teaching, content of activity of the teacher, classroom and independent work of students. New methods and forms of teaching are oriented on vigorous cognitive activity of pupils. The higher education system reform is guided by the perspective European tendencies in this sphere. Requirements to quality the experts training in the sphere of economy, capable to carry out the work relying on knowledge of a foreign language, in the system of higher education in Russia constantly raise [1].

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\* Corresponding author: [oksanaakay@gmail.com](mailto:oksanaakay@gmail.com)

Internet gives exclusive opportunities for training a foreign language as with its help the possibility of real communication in the learned language is provided, as well as the access to authentic materials and huge number of educational resources in text, audio-and video formats. In the context of language education, it allows to create the technological training in the language environment for formation of foreign-language competences set, the educational space transferring a sociocultural originality of the studied linguistic society. Only by means of the Internet network it is possible to create an original language environment and to set the task of formation of need for a learning of foreign language. The Internet resources are the special programs of training foreign languages, regional geographic material, news of economy and policy of special periodicals, necessary professional literature, selection which the teacher can conduct independently and adapt to specific educational objectives. Students can take part in the Internet competitions, the Olympic Games, to create the multimedia presentations in the course of work on thematic projects, to carry out the versatile work with texts in the specialty for extraction of information [2].

The Internet is a technical tool of exchange the information that increases range and expands an area of information verbal forms coverage. The Internet as a system of mass and interpersonal communication allows to bring information to many consumers and to establish the information exchange between them, and with the creators of this or that website. The range of the Internet training resources to speech activity at a foreign language is rather wide, they can be used for preparation of any occupation aspect materials [3].

A modern economist has to be able to work with information in a foreign language, it is correct to estimate this information, to use it during the conducting business negotiations and adoption of economic decisions.

The new technology solutions the traditional educational products designed to accompany are proposed to teachers and students. For example, the Pearson Education publishing house has already created more than 2000 websites and numerous online courses (COMPANION WEBSITES). In addition, the Internet support for many manuals in the sphere of business and economy is offered as unique. The most part of these websites get updated every two weeks that allows the teachers of English and students to use constantly new information, to analyze and discuss the urgent problems. Teachers will find on article website Current Events from newspapers and magazines prepared for them specially. These articles, questions and problems for discussion are already formulated for the aid to teachers. Moreover, the students will be able to use a large number of tests and exercises for each article and to check correctness of their performance at once [4].

The Internet resources can help the students to improve their writing skills, to concentrate on style and grammatical features of written works, and also give a practical advice: how to write the successful summary, how to be prepared for the first interview how to operate time and even how to pass examinations. There are also subject websites where teachers and students will be able to find additional materials on a certain discipline (Electronic Supersite) [5].

Big distribution was gained by a language online course. Their advantage is flexibility that allows modifying their contents according to needs of trainees. Important line of online courses is control. Teachers receive reports on amount of time, which the student has spent for performance of this or that task and about results of testing. Modern online courses contain animation elements, video clips and interactive tasks. The majority of online courses are based on certain educational and methodical complexes and are aimed at concrete sphere of activity, for example: strategic management or information technologies [6].

E-book readers helping students to be guided with the basic textbook are applied to some online courses and to carry out educational and training cases. Multimedia editions of

textbooks help students to integrate all educational resources. Trainees can listen to the audio recordings, watch movies and clips, to carry out interactive tests and to find additional material on the subjects interesting them [7].

Internet shops and libraries are the most available sources of knowledge for students. For example, the Library Genesis from web portal, which contains authentic training materials on economy that can be offered to the students of economics for house reading. In addition, on the Library Genesis management web portal the students of management faculty will be able to find the textbooks on the future specialty in English written by the leading scientists of America, Great Britain and other English-speaking countries [8].

On the website of education news, the similar project of the free access to electronic training materials on the most different subjects is carried (from information technology, to economy and business). The records of lectures and additional materials are placed on YouTube permanently for the teachers and students. Especially professors and teachers of the USA succeeded in it. Perhaps, the initiative, most known in a pattern, in the field of Internet education belongs the Apple companies. The project named iTunesU allows the students of the whole world to download, watch and listen three years to lectures of the most famous professors of the world.

We will list some of advantages of Internet resources use.

- saving of space and time
- statistics use
- continuous materials updating
- the opportunity to work along with several sources
- access to roaming
- unlimited information access
- access to periodicals
- low prices in comparison with printing issuing.

In the 21st century, more and more attention is paid to a question of the modern information computer technologies implementation practically in all the fields of activity of a person. Education is not an exception. It is characterized by the huge potential and variety of the computer technologies use directions. Reality of the present is that the fast and dynamic language study methods change. The information technologies most often applied in educational process can be divided into two groups: the network technologies using local area networks and a wide area network the Internet (the electronic versions of methodical recommendations, manuals, servers of remote learning providing interactive communication with pupils via the Internet, including in real time); the technologies oriented on local computers (the learning programs, computer models of real processes, demonstration programs, electronic problem books controlling programs, didactic materials. We will stop on use of the Internet resource as e-learning method to a foreign language [9]. The nature of preparation for a lesson of a foreign language with the Internet resources use depends on many factors:

what amount of material is provided on this subject in an educational and methodical complex; the level of knowledge and abilities of pupils;  
the possibilities of an office; the personal features of students;  
the dominating type of activity at a lesson;  
the admissible period of operation with resources of the studying different age groups;  
the language, cultural and historical complexity of material;  
the objectivity of information.

Information on what volume Internet resources at lessons can be attracted, is given in the "Sanitary and epidemiological rules and standards" developed on the basis of the federal law where admissible period of operation with educational regulations. So, pupils of 10-11 classes and the students: at the first lesson of 30 minutes, on the second - 20 minutes. It

becomes clear that it is impossible to devote all lesson to operation with the computer. Operation with it needs to be combined reasonably with other types of activity, for example, material discussion. It is obvious that without information analysis, posted on the website, the learning program, a trainer and other electronic sources, material cannot be included in the lesson course. Thus, from the teacher big preparation for a lesson with use of Internet resources is required. Use the Internet of resources perhaps when training: - to speaking in monologue and dialogue forms, the interactive museum of San Francisco suggests to discuss questions and problems of human intelligence, memory, thinking and art.

There is an opportunity to visit the museum, gallery, an exhibition together with pupils; [www.teenadvice.org](http://www.teenadvice.org) the website for teenagers, has a huge number of subjects for discussion, devoted to youth problems, is replenished at the expense of letters and questions of teenagers from around the world);

- to reading ([www.thinkmap.com](http://www.thinkmap.com) - the three-dimensional map of linguistic associations, will allow to consider contrasts between words, to show a diversity of shades and compatibility about in other words, new forms of the organization of the dictionary, it is possible to use actively at all steps of training, <http://www.mediainfo.com> of the online newspaper, contains references to sets of issuing);

- to the letter (types of texts, letters, cards, documents, training in which is preparation for the use it is possible to send to the e-mail address of the teacher, the Internet suggests to find pen friends);

- to audition (in original language it is possible to listen to the multimedia materials which are stored in the Internet: concerts, movies, interview, broadcasts of popular radio channels and so on - [www.hollywood.com](http://www.hollywood.com) , [www.oscar.com](http://www.oscar.com) , [www.bbc.co.uk](http://www.bbc.co.uk) , [www.cnn.com](http://www.cnn.com) [10]. There are websites which allow to hear how any phrase in a foreign language. On these websites the development of speech synthesizers, which turn the printing text into a sound, is provided. It is possible to select a language, to inscribe in a window the word, the phrase in the selected language, in several seconds will be written and pronounced. Thus, it is possible to read any phrase from the textbook or the manual, especially manuals online. Everything said can be saved on a hard drive of the computer if necessary to return to listening, without going online, [www.cnn.com](http://www.cnn.com); [www.bbc.co.uk](http://www.bbc.co.uk). - the websites with audio-applications, "live" broadcasting about the current events. It is easily possible to organize operation in couples or groups. Creation by all class or group of pupils of the online newspaper can be an excellent method of the organization of extracurricular activities in a subject. For this purpose it is possible to register and take the active part in operation of the website "International Education and Resources of a Computer Network" (IERN (International Education and Resource Network), the forum representing a certain publishing house where interested specialists can publish the operations, having made them property of large audience and having expressed the opinion on discussion in a foreign language. All the operations are followed by the e-mail address of authors that allows to realize back coupling and a discussion. The modern training aids not just add, they will transform education to compliance with needs of information society. The Internet allows teachers to enhance the methods and organizational forms of operation at lessons according to the main requirements of the modern education system.

## 2. Method

Five types of educational Internet materials from problem and search tasks are distinguished: Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook and Webquest.

Hotlist - "the list on a subject" - represents the list the Internet of the websites on the studied subject. It is rather simple to create him and he can be useful in the course of training. It is expedient to Hotlist to use when students few technical skills, a subject have tasks new, there is not enough time for performance of a task. Hotlist can be updated and supplemented constantly at any time, at the same time it is base for creation and implementation of more difficult web projects.

Multimedia Scrapbook can be used when students already have a certain general idea about a subject. In a Scrapbook references to the text websites, photos, audio-files and video clips, graphic information and animation virtual tours very popular today are contained. All Multimedia Scrapbook files can be easily downloaded by pupils and are used as information and illustrative material. By means of this material students perform various tasks on a subject: reports, the presentations, create own web pages, etc.

Multimedia Scrapbook at the same time expands the ways of performance of various tasks, offers the mass of various material, develops critical thinking as he focuses students on independent work, allows to synthesize various materials and logically to organize them, to choose the most interesting aspect of a subject.

Treasure Hunt - "hunting behind treasures" - in many respects reminds Hotlist. It contains references to various websites on the studied subject. The only difference is that each of references contains questions according to the site content. By means of these questions the teacher directs search activity of pupils. At the end of Treasure Hunt one more general question on complete understanding of a subject can be asked students. The developed answer to him will include answers to the previous more detailed questions on each of the websites.

Subject Sampler is a special type of the web project allowing to reveal the aspects of a subject interesting students and to aim them at critical evaluation of the obtained information. After studying of each aspect of a subject students need to answer a question. The main feature of Subject Sampler is that obtaining information has to be based at the emotional level. It is necessary not just to get acquainted with material, but also to express and reason own opinion on the studied question. Activity of students is enough bike here. Discussion of opinions with other pupils of group is possible.

Webquest is one of the most difficult types of web tasks that assume the work with the large volume of material, research activity and critical judgment of information. The teacher can use Webquest to motivate students for the solution of complex controversial problems, to achieve deep judgment and understanding of various aspects of a problem, to acquaint students with various interpretations of a problem, to develop skills of work in a group. Before dividing students into subgroups, all group members get acquainted with general information on the studied subject, thereby plunges into a problem of the forthcoming project. The teacher selects resources of the Internet and classifies them so that each subgroup has got acquainted only with one problem aspect of a subject. After studying, discussion and full understanding of a specific problem in each primary subgroup students rearrange so that in again formed groups there was about one representative from each primary subgroup.

In the course of discussion all students learn from each other already all aspects of the discussed problem. At such discussion students have to express own opinion, draw conclusions, predict further possible course of actions [11].

Development of educational Internet materials allows to look absolutely differently at educational resources of the Internet and to begin perception them not as additional (though those they can be), and as analog or alternative. Educational Internet materials (along with printing textbooks and manuals) can be also aimed at the development foreign-language communicative competences (by types of speech activity). Many of abilities which are gained in the course of work with Internet technologies are universal for several types of

speech activity at once: productive (speaking and writing) and receptive (auditions and readings). For example, ability to separate the main information from minor can belong both to audition, and to reading, and to state and reason the point of view - to speaking and the letter.

We will consider a range of the communicative and speech abilities (by types of speech activity) developed when using educational Internet materials.

So, reading with use of educational Internet materials develops such abilities as: abilities to allocate the necessary facts / data, to separate the main information from minor, to define temporary and cause and effect interrelation between events, to generalize information which is contained in the text, to estimate importance/reliability of information, to select significant information in the text / in a number of texts (that is characteristic of Hotlist, Multimedia Scrapbook tasks).

The letter, in turn, assumes development in students of ability to describe the events/phenomena, to report and request information, to express own opinion, to briefly retell the matter of the simple text, to fix necessary information from read and to make theses or the developed plan of a performance, to generalize information obtained from different sources (that is characteristic of Treasure Hunt, Subject Sampler, Webquest tasks).

When using educational Internet materials in speaking there is a development of ability to participate in a conversation, to request and communicate, state the point of view, to take the lead in a conversation, in detail/briefly to state read, to give the characteristic to the facts (that is characteristic of Subject Sampler, Webquest tasks).

When training in audition with use of Internet materials abilities to define a subject/problem, to allocate the facts, examples, arguments according to the question posed, to generalize information which is contained in the text, to define the attitude towards her (that is characteristic of Hotlist, Multimedia Scrapbook, Treasure Hunt tasks) develop.

Development of the listed abilities completely conforms to requirements of the modern educational standard for foreign languages for not language specialties that testifies to advantage of use of Internet technologies. It means that introduction of Internet resources in training process

Rapid development of the latest information and communicative technologies, creation of the new information environment of activity of the person characterizes entry of mankind into an era of information society.

In recent years, the question of use of new information technologies in educational institutions is even more often brought up. It not only new technical means, but also new forms and methods of teaching, new approach to training process.

Development of education is organically connected with increase in level of his information potential today. Creation the Internet became one of the most revolutionary achievements for the last decades. The Internet became an integral part of modern reality. As the information system, the Internet offers the users variety of information and resources:

- e-mail;
- teleconferences;
- videoconferences;
- possibility of the publication of own information, creation of own homepage;
- access to information resources;
- help catalogs;
- search engines;
- a conversation in network.

Our many pupils have estimated all advantages of the Internet long ago and actively use his services in the educational activity. The Internet became the irreplaceable assistant and in studying of English [12].

Main objective of training in foreign languages is formation and development of communicative culture of school students, training in practical acquisition of a foreign language.

Internet access gives the chance to teachers to use a huge amount of additional materials, resources which allow to enrich lessons with the various ideas, to make them more productive, interesting, interactive. However, it is impossible to forget that the Internet - only the supportive technical tool of training. Thus, competently integrating information resources of the Internet into educational process, it is possible:

- 1) to form and improve speech abilities, using modern authentic materials;
- 2) to fill up a lexicon with lexicon of modern English;
- 3) to get acquainted with features of speech behavior, culture and traditions of various people in the conditions of communication;
- 4) to form steady motivation of foreign-language speech activity of pupils on the basis of systematic use of "live" materials and discussion of urgent problems

Internet resources allow today:

- to fill shortage of sources of a training material;
- to develop skills and abilities of information retrieval activity;
- to objectively estimate knowledge and abilities at shorter terms.
- to create conditions for cultural development of communication, ability to work in cooperation;
- to promote readiness for an independent learning of foreign language, for further self-education;
- to gain experience of creative activity.

At English lessons by means of the Internet it is possible to solve a number of didactic problems: to create abilities of reading, using materials of a wide area network; to enhance abilities of a written language of school students; to replenish a lexicon of students; to create at school the student's motivation to an English study. Besides, operation is directed to a study of opportunities of Internet technologies for extension of an outlook of school students, to adjust and support business contacts and contacts with the peers in the English-speaking countries.

In the modern conditions the task of the teacher – it is competent to select necessary material, not to allow to the pupil to drown in the sea of information, to help it to separate the principal material from additional information, to remove language difficulties [13].

At the same time information provided in educational electronic resources shall be estimated proceeding from the principles of accessibility of its representation and need of its use at a specific stage of a lesson, and also the social, practical and personal significance for pupils.

Big plus of use of resources of the Internet is development of cross-cultural competence, i.e., to acquaintance to different cultures, determination of ways of their interaction and interpenetration each other, to formation of the cultural units necessary for achievement of mutual understanding and effective cooperation in case of direct communication.

World Wide Web with a huge number of the websites and homepages providing information on all tastes - is boundless field of activity in respect of use at a lesson of a foreign language for development of cross-cultural competence.

The website "The Virtual Reality" is a meeting of the linguistic and not linguistic authentic materials collected on a Web server. Its significance and motivation are that it directly brings pieces of the true culture of the country of the learned language in a class. The pupil is given a communication opportunity directly with these materials, but not with their someone's interpretation and the analysis [14].

The website City Net does possible traveling over the different countries, visiting parks, monuments and any other sights. Here it is possible to find everything about the selected

country - from photos of monuments to the complete report on natural resources and art, in the learned language. City Net is the excellent navigator. Having got to the desirable country by means of the hypertext or links (links), pupils will get acquainted with its features.

America's homepage. A travel on states and the cities, acquaintance to history, culture, a way of life of Americans [15].

A collection of materials on English: grammar, exercises, texts, phonetic material, the methodical collection for teachers and so forth [16].

English International Lyon presents Lessons - interactive exercises on the English grammar, lessons from the original text (the brightest samples of the American and English authors, both modern, and are picked up the last century), the dictionary to him, and also the analysis and an explanation of the most difficult sites of the text [17].

### **3. Results**

Many of our students got a chance to appreciate all the advantages of the Internet and actively use its services in their language training activities. The Internet has become an indispensable assistant in the study of English.

The development of education in our days is organically connected with the increase in the level of its information potential. One of the most revolutionary achievements over the past decade has been the creation of the Internet. The Internet has become an integral part of modern reality. As an information system, the Internet offers its users a variety of information and resources:

- e-mail;
- teleconferences;
- videoconferencing;
- the possibility of publishing your own information, creating your own home page;
- access to information resources;
- reference catalogs;
- search engines;
- talk on the net;
- social networks.

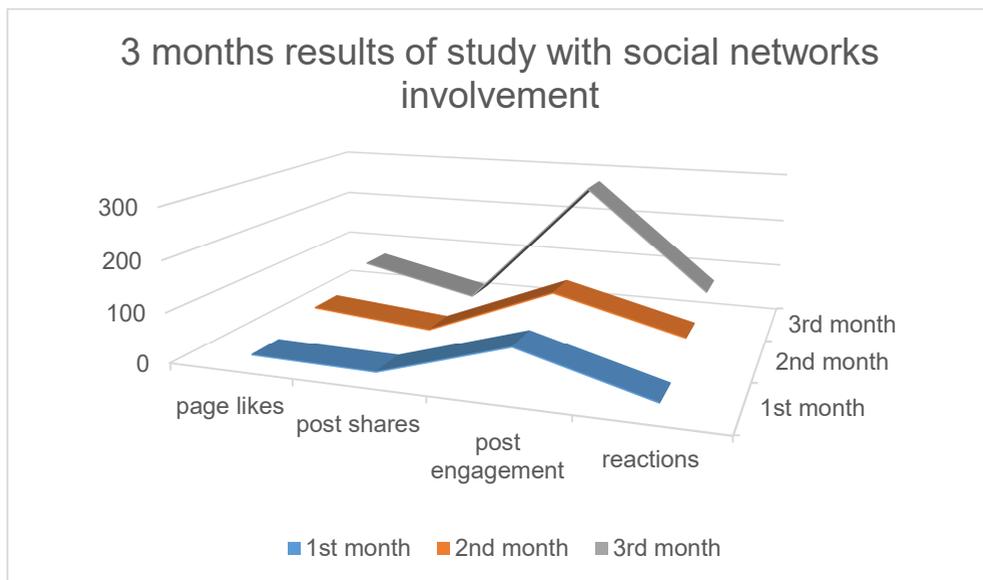
In this connection, we have conducted a survey with the purpose of defining the most popular social network the students of our University use. The survey was conducted among the students aged 17 - 24, the students of the Don State Technical University.

We have found out that the most popular network is VKontakte but due to the limited English content we chose social network Facebook for our research.

So a special page «English Group» has been created where we invited students studying English for general and special purposes and have been posting there different content helping to motivate students to language learning or just simplify English study.

The 3 months results of studying all the additional information presented in the virtual group were as follows:

- page views increased double
- page likes increased from 7 up to 70
- post shares increased from 3 to 15
- post engagements increased from 80 up to 275
- reactions increased from 10 up to 70
- Double increase of comments and shares was noticed.



**Fig. 1.** 3 months results of study with social networks involvement

The content of the group page was chosen taking into consideration the students' interests, age, gaps in the English language knowledge, materials' actuality. It was represented by videos of the lessons, famous quotes, funny stories, funny videos.

Language study material in Internet got the following ranking according to the students interest and involvement in cyber language work. All the above-mentioned tasks and web quests were used and as a result the following abilities were developed:

1. Information search.
2. Distinguishing general information.
3. Summarizing information.
4. Making conclusion
5. Initiative ability

After intensive work both in class, out of the class and that with Internet content the students were given a test with the purpose to define progress. The results were obvious in comparison with the last year the students' results with only difference of lacking the English language content in Internet social works.

## 4. Discussion and Conclusion

The use of Internet resources makes it possible to create conditions for the development of language, speech, socio-cultural, compensatory, educational and cognitive competencies, improve speaking, listening, reading and writing skills, to acquaint students with the realities of English-speaking countries represented in authentic sources, through project activities, On the materials of Internet sites both in the classroom and in after-hour activities.

The computer allows each child individually to work on a particular grammatical material under the guidance of the teacher or without it. In this case, the independent work of the students takes place.

Use of Internet resources allows to create conditions for development of language, speech, sociocultural, compensatory, educational and informative competences, to improve skills of speaking, audition, reading, the letter, to acquaint pupils with realities of the

English-speaking countries presented in authentic sources through design activity, with a support on materials of the Websites both at a lesson, and in extracurricular activities.

The computer gives the chance to each child individually to work over this or that grammatical material under the leadership of the teacher or without him. In that case independent work of pupils takes place. Especially accurately it is shown in design activity. In the course of work the pupil is creatively liberated, he shows the imagination, expresses the ideas to the, him in the available and necessary way. The solution of these or those problems forces the pupil to think, analyze, compare, discuss.

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