

USING INTERNET-BASED TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: FROM TEACHING EXPERIENCE

R. R. SARGSYAN

PhD, Associate Professor

Associate Professor at the Chair of Foreign Language and Literature, GSU

A. G. GRIGORYAN

2nd year master student

Faculty of Philology, Department of English language and literature, GSU

Nowadays Internet-based Language Learning (IBLL) is the most innovative area in the practice of foreign language teaching and learning. Keeping students interested and engaged in current topics or activities is a daily challenge for teachers in the classroom. One of the advantages of IBLL is that it provides new possibilities for assisting teachers to successfully meet this challenge. Internet-based technology in the classroom is the best learning tool. With internet-based technology educators can get more students engaged, improve collaboration, and most importantly make learning fun.

The use of internet-based technologies (IBT), access to information and language practice is magnified for foreign language learning in the 21st century and the language learning is impossible without the use of IBT.

The main goal of the given paper is to show the use of IBT in English class in Armenian school sharing our own experience of the teaching.

III. YouTube in education and language learning

YouTube is a great source for **edutainment**. Combining YouTube into lessons is one of the many balancing acts teachers must be careful about. While some teachers use the videos already on the site, another way to utilize YouTube is by creating videos. Teachers can create their own videos using edtech tools like *EdPuzzle*, *Educreations*, *Zaption*, *Animoto*, and *Creaza*.

Here are some bullet points about why YouTube is important:

- Students are more engaged through visually-stimulating videos and presentations (e.g. TED Talks).
- Educational lessons are easily shared across the globe, students can upload their own videos to demonstrate understanding.

- Students or the whole classroom (or groups) can create video replies to each other
- Videos can supplement lessons for students.
- Teachers can spend more time focusing on students and less time explaining complex topics.
- Teachers will have a library of free information to help explain just about anything.

Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

- increased student motivation,
- enhanced learning experience,
- higher marks,
- development potential for deeper learning of the subject,
- development of learner autonomy,
- enhanced team working and communication skills,
- a source of evidence relating to skills for interviews,
- learning resources for future cohorts to use,
- opportunities for staff development (CPD)[5].

II. Experimental teaching with the help of Internet-based technologies: YouTube videos

Our experiment was conducted with the 8th grade students of Noratus secondary school N1.

All the topics of Unit 9 from the book by G. Gasparyan, N. Hovhannisyan, H. Qajberuni of secondary school correspond to the topics of objective criteria and programs for the Armenian schools [2, p.20-22].

Unit 9 from the textbook by G.Gasparyan, N.Hovhannisyan, H.Qajberuni was chosen for the experimental teaching. The book itself consists of 3 parts: focus on speaking, focus on reading and focus on grammar. The experimental lessons were conducted by the use of the books and by the use of internet-based technologies to see the advantages and disadvantages of them.

In total 23 students were involved in the experimental teaching.

The text on page 130 with the title “Road safety” was chosen during the experimental teaching [1, p.130].

ROAD SAFETY

Every year several thousand people are killed on the roads in Great Britain. Every year between one and two hundred thousand people are injured. These people are killed or injured in road accidents.

If you are in England and you listen to the news from the BBC, you will often hear news about road accidents.

Accidents are often caused by carelessness. There are rules that help to make the roads safe, but people do not always obey the rules. They are careless. If everybody obeys the rules, the roads will be much safer.

In Great Britain traffic keeps to the left. Mot motor-vans, buses and cyclists must all keep to the left side of the road. In most other countries traffic keeps to the right.

Before crossing the road, stop and look both ways. Look right, look left, look right again. Then, if you are sure that the road is clear, that there is nothing coming, it is safe to cross the road. If you see small children, or very old people, waiting to cross the road, it is a kind act to help them to cross the road in safety.

We must teach young children to cross the road safely. We must always set a good example. Small children must not play in the streets.

Planning the lesson: Road Rules

Learning Objectives:

- Students will be able to identify common road signs, and know the safety rule for each;
- Upon the end of the lesson they will be able to use the topic vocabulary concerning road signs and traffic rules;
- They will be able to use correctly the Past Perfect Tense;
- They will be able to work both individually and in pairs/small groups; etc.

As educators, our *objectives* are:

- To get students energized and engaged in the hands-on learning process. Videos are an instructional medium that are compelling and generates a greater amount of interest and enjoyment.

- Reach children with a variety of learning styles, especially visual learners, and students with a variety of information acquisition styles.
- Engage students in **problem-solving and investigative activities**.
- **Peer collaboration**. Since video assignments are often developed as group projects, they can offer students a chance to help their peers and to learn to work collaboratively as they problem solve.

Execution of the lesson: *Road Rules*

The execution of the lesson was planned as a combination of three major phases. The table below represents the structure of the lesson with the time management.

Table 1: The structure of the experimental lesson with the use of IBT

Phase	Time
Introduction	10 min
Explicit Instruction	25 min
Review and closing	5 min

Introduction (10 minutes)

The students gathered in a group and heard a story about road signs. It was explained to them that road signs are important because they help people follow the road rules to keep drivers, bicyclists and pedestrians safe.

The text was used at the beginning of the lesson in order to draw the attention of the class to the topic of the day.

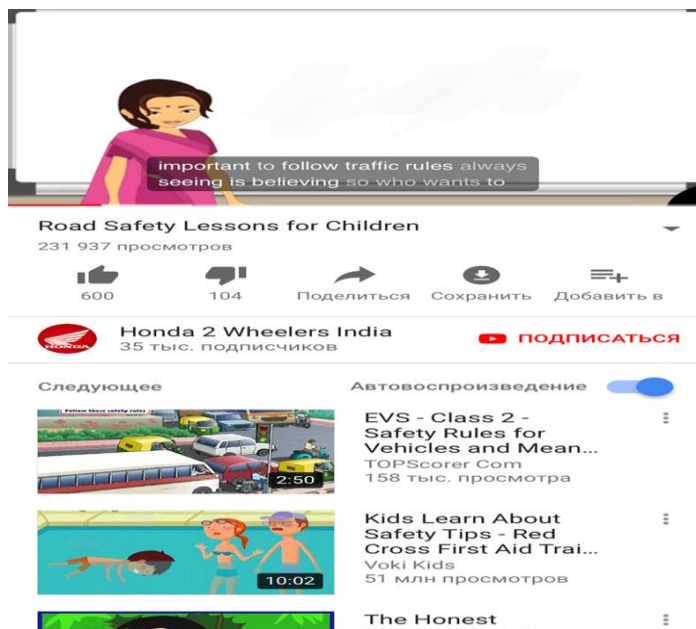
Explicit Instruction/Teacher Modeling (25 minutes)

- The pictures with common road signs on them were displayed to the class. Great examples of signs include: *stop sign, yield, do not enter, one way, pedestrian crossing, speed limit signs, etc.*



- The students were asked to point to each sign, describing the name and function of each. Then the class repeated each sign name as you say it aloud.

- After describing each sign's function, the class was asked some questions to think about. Great examples include: *How would this help drivers stay safe? How would this help pedestrians stay safe?*
- Some online resources connected with road safety were shown to the class <https://www.youtube.com/watch?v=r7ht0d6plfs> [3].



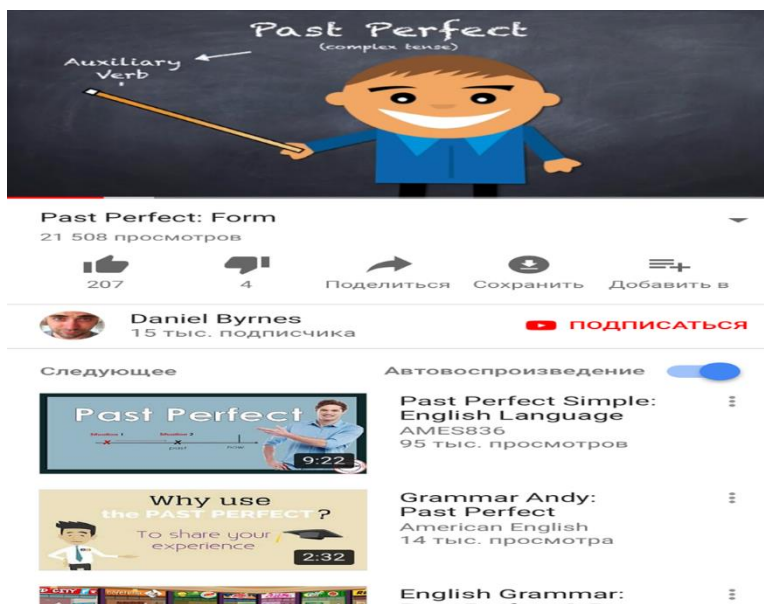
Review and Closing (5 minutes)

To close the lesson, we reviewed the story which was read at the beginning of the lesson. During the reading the class was instructed to call out the names of the signs they saw.

In the end, the pupils were encouraged to look out for these signs as they pass them on the roads.

Grammar revision part

The next part of Unit 9 was **Focus on Grammar**. The topic of this part was **Past Perfect Tense**. Some videos connected with this grammar topic were chosen to explain the students the grammar material <https://www.youtube.com/watch?v=FQ7P5IUhCC8> [4].



At the end of the video we had some exercises where they should write irregular verbs in past perfect and pupils should pay close attention because some of them were negative. The answers were available after the time counted down. There were a few more questions for the pupils to practice what they have learned. They should complete the sentences by writing the given verbs in the Past Perfect.

- *John (eat-had eaten) posole before his trip to Puebla.*
- *Before coming to Canada, Miki (not see- had not seen) CnTower.*
- *Had she already (try- had tried) taking the test.*
- *Jennifer (study-had studied) before she met her friends at library.*
- *Emma (not work – had not worked) at a school before.*

Thus, by the use of internet-based technologies they learned about the usage and formation of the Past Perfect and practiced what they had learned by doing some online exercises.

III.Reflection on the experimental teaching

The advantages of the experimental lesson with the use of IBT:

- Engaged students participated more, disrupted class less, and held on to what they'd learned longer than students who weren't as involved in the lesson being taught.

- Video let students work at a level that was comfortable for them.
- It was noted that when students were assigned to small groups for technology-based projects, those students who already had certain computer and technology skills routinely assisted less skilled students.
- Students learned to read closely, think critically, and dig deeper which was easier with technology.

It could be concluded that:

- A video is also an information-rich “text” that provides students with the ideas and concepts that they must learn to manipulate successfully.
- Technology differentiates needs of students. Nothing does this better than technology. The creative student can use art and music. Those who love words can write. Visual learners can use a combination of color, images and personal drawings.
- Technology deepens learning by using resources students are interested in. If we do our job well, students are inspired to learn more. They are eager to dig deeper into what has sparked their scholastic interest.
- Students who are good visual learners have a lot of advantages studying from videos. They can learn more efficiently.

The disadvantages of the experimental lesson with the use of IBT:

- For some pupils watching a video was entertainment rather than education. However, if we think of a video as a text – a source of information – and we create a lesson around it that helps learners develop language, then we can use video to capture and hold learners’ attention, while at the same time teaching them. Most of us wouldn’t give our learners any sort of text to read without offering support for language learning. When we offer the same support with video, the result will be effective, enjoyable lessons.
- In some cases, students could completely ignore the audio portion of a video and drew attention to visual information.

Other disadvantages that are often mentioned are the following:

- The job of the teacher will be reduced. As we know, students need their teacher with them to understand such information. However, when teacher use videos most the time, the students may need to understand something they do not understand in the video and then

the video will continue and the students have a misunderstanding of the thing.

- Playing video can use a lot of the bandwidth and may take time to load.
- The video could be a distraction if the structure of the video is not aligned to what needs to be taught.
- It is hard and time consuming to find quality videos.

Key words: *linguistic didactics, Internet-based Language Learning (IBLL), Internet-based technologies (IBT) in education, the Internet, English language learning (ELL), YouTube in education and language learning.*

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ՀԱՄԱՑԱՆՑԱՅԻՆ ՏԵԽՆՈԼՈԳԻԱՆԵՐԻ ԿԻՐԱՌՈՒՄՆ ՕՏԱՐ ԼԵԶՎԻ ՌԻՍՈՒՄՆԱՌՈՒԹՅԱՆ ԸՆԹԱՑՔՈՒՄ. ԴԱՍԱՎԱՆԴՄԱՆ ՓՈՐՁԻՑ

Ռ. Ռ. ՍԱՐԳՍՅԱՆ

*Մանկավարժական գիտությունների թեկնածու, դոցենտ
ԳՊՀ օտար լեզվի և գրականության ամբիոնի դասախոս*

Ա. Գ. ԳՐԻԳՈՐՅԱՆ

*ԳՊՀ բանասիրական ֆակուլտետի «Անգլերեն լեզու և գրականություն»
բաժնի մագիստրատուրայի 2-րդ կուրսի ուսանողուհի*

Հոդվածը նվիրված է ՀՀ դպրոցներում օտար լեզվի ուսումնառության ընթացքում համացանցային տեխնոլոգիաների, մասնավորապես YouTube-ի տեսանյութերի կիրառմանը: Նկարագրված է համացանցի ռեսուրսների, այդ թվում YouTube-ի հնարավորությունների կիրառմամբ փորձարարական ուսուցումը: Ներկայացված են իրականացված փորձարարական ուսուցման հետևյալ փուլերը՝ պլանավորումը, իրականացումը, եզրակացությունները (առավելություններն ու թերությունները):

ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ИЗ ОПЫТА ПРЕПОДАВАНИЯ

Р. Р. САРКИСЯН

*Кандидат педагогических наук, доцент
Доцент кафедры иностранного языка и литературы ГГУ*

А. Г. ГРИГОРЯН

*Студентка 2-ого курса магистратуры отделения английского языка
и литературы филологического факультета ГГУ*

Статья посвящена использованию Интернет-технологий, в частности видеоматериалов YouTube при обучении иностранному языку в школах РА. Описано опытное обучение с использованием ресурсов Интернета, в том числе возможностей YouTube. Представлены следующие этапы проведенного экспериментального обучения: планирование, реализация, выводы (достоинства и недостатки).