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## PROJECTS WITH THE USE OF INTERNET TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING

I. A. Svirepchuk

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"*

svirmarina@ukr.net

This article deals with the different types of project activities related to the use of the Internet, since the use of such technologies can create conditions for the formation and development of foreign language skills of the students, as well as cause interest to the independent creative and search activity, taking into account their personal needs and circumstances. The article discusses web quest, which can be characterized as a project in which the Internet is used as the main source of information, the main feature of which is to provide students with a list of specific sites, compiled by the teacher. Also the article gives consideration to website creation as one of the models of organization of project activities. The main thing in such project is the content of the website. The information forming the basis for a website must be interesting to the project participants as well as to visitors. The website has its own structure: the main page; module containing the original data on the topic of investigation; module that contains the results of students' research; module that contains information about the participants of the project. The article also discussed international telecommunication projects (Web projects), which include elements such as web quests, and websites, and involve a variety of capabilities and resources of the Internet. The article focuses on two kinds of writing online communication -- synchronous (Chat) and asynchronous (E-mail).

**Keywords:** projects; websites; web quest; Internet technologies; e-mail, chat.

**Introduction.** Currently various types of project activities related to the use of Internet resources are spreading in all spheres of education. In particular, the use of these technologies enables the creation of training conditions for the formation of foreign language skills and gives the ability to develop self-search and creative activities taking into account the personal needs of students.

Research carried out by domestic and foreign methodologists (I. G. Makarevich, E. S. Polat, E. D. Giovanni, J. C. Gimenez, R. Greenfield, K. Fedderholdt, M. Kotier, L. Lee, T. Robb and others) has shown positive impact of the use of these technologies on foreign language teaching.

As we know, computer and Internet technologies can significantly improve the efficiency of the educational process (M. A. Bovtenko, E. M. Dubovikova, A. Elizarov, F. G. Zolotavina, O. V. Lviv, E. S. Polat, I. Rozina, K. Brandl, K. Shiao-Chuan, D. Teeler, M. Warschauer and other). However, despite the enormous educational potential of computer and Internet technologies and the availability of technical resources in higher education, at present these resources are used from time to time, and their impact on the organization of educational process is extremely small. One of the main reasons for this is not so much the lack of knowledge of students and teachers in this field, who generally have a sufficient level of computer technology training for the implementation of this type of learning activity, but methodological difficulties.

To realize the educational potential of information technologies in foreign languages teaching, it is necessary to solve a number of problems associated with the lack of conceptual theoretical bases of the use of computer and Internet technologies in the pedagogical process.

**The aim of the article** is to examine different kinds of projects connected with the Internet technologies in foreign language learning.

**Web quest.** The essence of these projects, which are widely used by foreign language teachers, is that the teacher offers a specific topic of the project and sets the specific objects of learning, for example, the study of the history of a country. The most common type of such projects is called a web quest, which can be characterized as a project in which the Internet is used as the main source of information.

The main distinguishing feature of a web quest type of project is to provide students with a list of specific sites, compiled by the teacher in order to achieve the project objectives. The proposal of the list is methodically justified, because its aim is to limit the search information area required for the tasks, or students can simply "lost" in the vast network.

Another important feature of the web quest is that its structure is standard. Ph. Brabbs identifies the following stages [1]:

1. Introduction is necessary in order to raise students' interest in the project topic and discuss it.
2. Setting goals is to give students a clear idea of the form in which they must submit the results of their project activities.
3. Information search is carried out according to the plan, proposed by the teacher. Student must follow the detailed job description and use a list of sites needed to achieve the project objectives.
4. Evaluation of project activities should take place on a pre-concerted with students criteria.

5. The summing up of the project activities should be in the form of presentation.

At the preparation stage the teacher examines the content and evaluates the sites related to the topic of the project. Then he makes a list of the most suitable sites and offers it to students. Thus, on the one hand, the teacher controls the content and the number of sites, on the other hand, students can choose tasks and sites independently. Tasks, proposed to participants of the project, usually include comparisons, information gathering, compiling descriptions and essay writing. The teacher performs the functions of a guide and assistant, whose recommendations should be taken into account, but students study materials from online resources independently.

This type of Internet projects involves the study of information in foreign language in hypermedia space, which certainly has a positive effect on the development of reading skills. For example, R. J. Spiro and J. C. Jehng offer the theory according to which the repeated reading of the same material in different contexts assists the deeper knowledge and critical thinking needed for educational process [8]. Hypertext provides the reader with information in a different chain, and allows us to study the information in different ways. This structure and access to the latest information provided by different sources (such as news headlines or advertisements) allow you to compare the texts and lead, according to J. Walz, to the development of critical thinking in the process of reading and processing information [10].

In addition, students need to learn and process a lot of information to find the wanted materials. Therefore, the project of this type, as noted by S. Gaspar, involves the development of such research skills as analysis and synthesis of information, assessment and self-assessment, which are required not only for the foreign language learning but also for the study of any other subject [5]. According to R. Fidel, students who have knowledge on the theme of the project before it starts, cope with finding the right information on the Internet much faster and more successfully and demonstrate better results in project activities [4]. Therefore, we can conclude that it is better to choose the theme of the project with regard to social and professional interests of the students.

Using a variety of Internet resources in the course of the project involves the possession of skills and the ability to use Internet search tools. As a rule, teachers believe that currently all students possess the necessary skills and abilities, but still before the project it is recommended to test the students and make sure that all participants are able to use search resource effectively. Otherwise, there is a need to set time to study the use of necessary Internet technology to carry out the project successfully.

Duration of projects can vary from a few days to several weeks depending on the purpose and the level of foreign language competence of project participants. A large amount of independent work required for the study of information on the Internet, makes students improve their foreign-language skills, and achieve at least the Intermediate level. The participation of students with Pre-Intermediate level in such projects is possible, but in this case the duration of the project should be smaller, and the assistance of the teacher increases.

Next, consider projects using several Internet technologies.

**Web page project** is an Internet project on creation of website.

One of the models of organization of project activities with the use of the Internet technology is a project on website creation. The success of this project depends on many factors, but it is necessary to take into account that the most important of them is the content of the website. Therefore, careful selection of information for publication on the website is needed. It should be interesting for participants of the project, as well as for its potential visitors. Website content may be based on the information from the personal experience of the project participants, from participation in various urban communities or from the interaction with other groups of students.

T. Robb suggested the following structure of the website [7]:

1. the home page, which should attract the attention and arouse the interest to the site;
2. module containing the results of students' research;
3. module containing the original data on the topic (statistics, historical facts, etc.);
4. module that contains information about the participants of the project.

The project which aim is to create a website includes the following steps:

1. Preliminary stage.

The teacher offers students several themes for the organization of the project, holds a discussion and takes a final decision.

2. Organizational stage.

Students discuss the project topic and issues that should be considered in the range of the theme. All students are divided into groups, and should develop a questionnaire for the survey. Then, with the help of a teacher, students work out a common form.

For the successful organization of the project the teacher should distribute the roles among the participants, create the editorial group, a group of computer support, a group of graphics support for material arranging, and select the project managers to coordinate the work of all groups.

### 3. Gathering information stage.

Project participants in small groups (2 or 3 persons) conduct a survey among students of high school and / or local residents and inform them the coordinates of the website where they can see the results of the study.

### 4. The material organization stage.

All students write a report on the investigation and the obtained results, which are checked by the teacher. Then the reports are passed to the editorial group that edits and organizes the received materials.

Students write small essays about themselves, provide them with pictures and give them to their teacher for checking. After that the information is passed to the module which contains the information about participants of the project.

Project managers carry out a general discussion on the content and organization of the collected material. Then the group of graphics support picks up the necessary materials for the design of the site.

### 5. The final stage.

The task of computer support group is to transform all available materials in the form of a website. After creating a design, each of the project participants can make suggestions for its adjustment. In addition, students are looking for sites which contain information about the studied problem and create a working link. At the end, the final version of website is located on the Internet.

### 6. Post-project stage.

At the post-project stage students can be offered to update site when new information comes.

### **Web projects.** International telecommunication projects.

Such projects include elements of all project activities and involve a variety of capabilities and resources of the Internet.

Search for the right information leads students into virtual libraries, databases, virtual cafés and museums, various information and educational servers. The need for live communication with real partners makes students turn to e-mail capabilities, conferencing, Internet technologies etc. The main purpose of web project is to prepare a joint product, which every participant of the project can represent in his/her classroom or on a specially created for this purpose web page. Achieving this goal requires reference to the network graphics, animations etc., simply speaking, to the use of multimedia. Thus, the project is becoming multidisciplinary.

The most important advantage of the international telecommunication project as, Polilova considers, is that it creates a genuine language environment [12]. It is organized on the Internet on the basis of a common problem which investigation and solution is equally interesting and important for all partners from different countries. So the language really serves its direct function which is to form and formulate thoughts.

Consequently, the project with the use of the Internet technologies creates an authentic learning environment, currently provides immersion not only in the problem of study, but also in foreign language activities, in a different culture.

There are two types of written Internet communication: synchronous (Chat) and asynchronous (E-mail).

### **Internet projects using the chat technology.**

Synchronous communication (Chat) is a mode of communication where participants send written messages, but communicate in real time and use a language which is typical for oral communication.

For example, J. Swaffar defines synchronous computer communication as a “computer conversations“ and “hybrid communication“ which allows students, on the one hand, to respond to the partner in real time, but on the other hand, provides an opportunity to think over the answer and keep to individual working rhythm [9].

Chat in real time is the environment in which real people use real language to achieve real communicative purposes. However, there are negative aspects of using synchronous communication on the Internet: less grammatical accuracy and more chaotic presentation.

In the global network, you can find a variety of chat rooms, where visitors can get acquainted with each other and communicate with the native language speakers and with people who study a foreign language.

### **Internet projects using e-mail technology.**

Asynchronous communication (E-mail) – is the mode of communication on the Internet, reminding, by definition of J. C. Gimenez, a telephone conversation [6]. E-mail messages have the characteristics of oral communication, but they are transmitted to the partner in written form. Asynchronous written communication allows you to work on the text more detailed and thoroughly than in spontaneous

communication. The opportunity to think over or to rewrite the text is especially important for students who start to learn foreign language.

The use of e-mail communication in foreign language teaching often takes the form of projects. Participation in projects with the use of e-mail intensifies individual and collective responsibility for the result of the project, because each participant, working individually or in a small group, must submit the results of his activities.

Project may be successful in the case, if it is well-planned, interesting, and corresponds to the level of knowledge of its participants. Consider the basic rules for the organization of a successful e-mail project:

1. The primary objective of the organization of e-mail project is search for the partner-group for messaging. Currently, there are a sufficient number of websites which help solve this problem.

2. The task of each teacher is to explain clearly the purpose of the project facing learners. Of course, it is important to create the language environment, but it is not enough to give students Internet-class and ignore them for "effective communication" with the project partners. It is necessary to inform the students about the purpose of the project. Possible objectives of the project are: mastering computer skills, written communication training, the expansion of cross-cultural communication, and so on.

3. The next step is the integration of the project into the main course. It is impossible to achieve high results, using the project only as an additional activity, unrelated to the basic educational process. The project results have a positive effect on the formation of foreign language communicative competence, if its purpose and structure harmoniously pour into the scheme of the basic training course.

4. Before the beginning of the project it is necessary to assess the level of computer literacy of the students. If the students do not have enough computer skills and abilities to work, there is a need for training them in this field. For unexpected computer problems you need to plan other learning activities. In addition, it is necessary to keep in mind that not all students have Internet access at home, so it is advisable to inform the participants of the project about the Internet access points, which they can use.

5. In order to form a serious and responsible attitude of project participants to their duties, it is necessary to emphasize the importance of rapid response to partners' posts. The long waiting for the answer to your own message can fade enthusiasm and decrease motivation during the project. E-mails can be written during the lesson or in extracurricular time, but it is no use to spend more than 10 minutes of classroom time for writing a letter. Therefore, for the effective use of time in the classroom, you can ask students to use various electronic media.

6. Detailed planning of the project will help to avoid a lot of difficulties.

Existing models of projects using e-mail technology can be of two types: with the participation of native speakers and with foreign partners, for whom the language used in the correspondence is not native.

The project with use of e-mail, where participants are native speakers is called tandem (Tandem e-mail project). In tandem partners interact for improving their foreign language, and also swap the social, cultural, common, and professional knowledge. Tandem is a form of organization of foreign language teaching, in which the basic principles are the autonomy of the students, learning in cooperation and communication. The project based on the tandem can be successful only in the case of equal contribution of each partner. Typically, the project of this type has the following main objectives:

1. the development of skills and knowledge of foreign language communication;
2. practical application of knowledge and skills obtained in the process of foreign language learning;
3. the formation of socio-cultural competence.

Partners in tandem may have different levels of foreign language knowledge. This factor is unimportant since being native speakers they can help each other in foreign language learning. Not being teachers directly, they provide speech models as "living speech" samples, help each other understand the language and speech phenomena, correct mistakes, swap for information about life in the foreign language community.

In the organization of the project by e-mail, where the partners are non-native speakers, the level of their foreign language competence must be taken into account, and should be approximately the same for all participants of the project. D. Crystal and K. Fedderholdt identified the following reasons according to which non-native speakers are preferable as partners [2, 3]:

1. Creating a less stressful environment for communication;
2. The constant increase of the number of people who are non-native speakers, but have to use foreign language for communication;
3. The equal ratio of linguistic and cultural knowledge on the particular theme, as students - partners of the project do not belong to a language community, speaking in that language;
4. No comparing the level of their own language competence with a native speaker, it will always be in favor of the latter, but with really achievable level of foreign language knowledge.

**Conclusions.** Consequently, the project with the use of Internet technologies creates an authentic learning environment, currently provides immersion not only in the problem of study, but also in foreign language activities, in a different culture. The most popular and methodically interesting kind of use of Internet technologies in foreign language teaching is the project technology. Research of methodologists, conducted in this field, shows that the project activity with the use of Internet technologies promotes the development of communicative, reading and writing skills, acquisition of social knowledge, a positive effect on students' motivation, develops the skills to work with computer, and courses the need for further professional career.

The projects with the use of Internet technologies have some advantages. They are: the ability for students to use acquired in the classroom knowledge and skills in a real language environment; development of learner's independence, creation of an informal atmosphere where students can express, discuss and interpret different views on actual for them issues; involvement of students in the decision-making process; perceiving the teacher as a partner because he becomes available in extracurricular time when students can contact with him via e-mail or discuss any problem in the chat.

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**I. А. Свірепчук. Проекти з використанням інтернет-технологій у вивченні іноземних мов.** Стаття присвячена розгляду різних видів проектної діяльності, зв'язаних з застосуванням системи Інтернет, оскільки застосування таких технологій дозволяє створити умови для формування та розвитку іншомовних навичок у студентів, а також викликає інтерес до самостійної творчої та наукової діяльності, зважаючи на їх особистісні потреби та особливості. В статті розглядається веб-квест, котрий можна охарактеризувати як проект, де Інтернет використовується як основне джерело інформації, головна відмінність якого є надання студентам списку певних сайтів, складеного викладачем. Також приділяється увага розділу інтернет-проектів по створенню веб-сайту як однієї з моделей організації проектної діяльності. Головним у такому виді проекту є зміст веб-сайту. Інформація, покладена в основу веб-сайту, повинна бути цікава, як учасникам проекту, так і відвідувачам сайту. Веб-сайт має свою структуру: головна сторінка; модуль, який містить вихідні

дані по темі проекту; модуль, що містить результати пошукової роботи студентів; модуль, що містить інформацію про учасників проекту. Також зміст веб-сайту включає в себе наступні етапи: підготовчий, організаційний, етап збору інформації, етап організації матеріалу та заключний етап. В статті також розглядаються міжнародні телекомунікаційні проекти ( Web projects), котрі містять, як елементи веб-квестів, так і елементи веб-сайтів, і використовують різні можливості мережі Інтернет. Головною метою веб-проекту є підготовка сумісного проекту, який кожен учасник може представити самостійно в своїй аудиторії та на веб-сторінці в мережі. В статті приділяється увага двом видам письмової інтернет-комунікації – синхронній (Chat) і асинхронній (E-mail). Чат – це режим спілкування, при якому його учасники обмінюються письмовими повідомленнями, але спілкуються в режимі реального часу та використовують при цьому мову, характерну для усного спілкування. E-mail – це режим спілкування в мережі Інтернет, котрий нагадує телефонну розмову.

**Ключові слова:** інтернет-технології; іншомовні навички; веб-квест; веб-сайт; chat; e-mail.

**И. А. Свирипчук. Проекты с использованием интернет-технологий в изучении иностранных языков.** Данная статья посвящена рассмотрению различных видов проектной деятельности, связанных с использованием системы Интернет, поскольку применение таких технологий позволяет создать условия для формирования и развития иноязычных навыков у студентов, а также вызывает интерес к самостоятельной творческой и поисковой деятельности, учитывая их личностные потребности и особенности. В статье рассматривается веб-квест, который можно охарактеризовать как проект, в котором Интернет используется как основной источник информации, главная отличительная черта которого – это предоставление студентам списка определенных сайтов, составленного преподавателем. Также уделяется внимание рассмотрению интернет-проектов по созданию веб-сайта как одной из моделей организации проектной деятельности. Информация, положенная в основу веб-сайта, должна быть интересна, как участникам проекта, так и посетителям сайта. В статье также рассмотрены международные телекоммуникационные проекты (Web projects), которые включают в себя элементы, как веб-квестов, так и веб-сайтов и задействуют разнообразные возможности и ресурсы сети Интернет. В статье уделяется внимание двум видам письменной интернет - коммуникации – синхронной (Chat) и асинхронной (E-mail).

**Ключевые слова:** интернет-технологии; иноязычные навыки; веб-квест; веб-сайт; chat; e-mail.