

Foreign Language E-Learning

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Abstract – In this article, we have suggested the classification of foreign language e-learning according to the types of speech activities and language aspects – receptive learning (reading, listening, vocabulary, grammar, phonetics, linguistic and cultural studies) and interactive learning (writing and speaking). Interactive foreign language learning is carried out with constructive and communicative programs and is based on receptive learning with information and training programs. The authors have developed the principles of e-learning: principle of collective knowledge construction, principle of collaboration, principle of role differentiation, principle of flexibility, principle of self-evaluation and mutual evaluation. Foreign language e-learning has three models of its implementation: learning with web support; blended learning; online learning.

Keywords – foreign language e-learning, e-learning technologies

I. INTRODUCTION

The rapid development of e-learning and its technologies is one of the essential direction of modern educational system. According to the federal law “On education in the Russian Federation” [1], e-learning is a form of organization of educational activities. These activities include information contained in databases that can be used in educational programs and information technologies, providing its processing, technical tools, networks for transmission specified information via communication and interaction of students and teachers.

The order of the Ministry of Education and Science of the Russian Federation of January 9, 2014 No. 2 “Confirmation of the procedure for use of e-learning and distance learning technologies by educational organizations” [2] determines the necessity to implement e-learning in all educational organizations. According to the “Concept of the fundamental core of the content of general education”, learning a foreign language is considered as one of the priorities of modern school education [3].

E-learning has enormous opportunities for teaching foreign languages. It is a source of authentic electronic resources that contribute to a deeper and more visualized study of a foreign

language culture. Communication tools allow organizing intercultural communication with native speakers, simulating an authentic language environment.

Fast emerging MOOCs (Massive open online courses) of the highest quality can be used in different subjects and in different languages for self-education. Mobile applications with multimedia, virtual and augmented reality create a feeling of presence in a foreign world.

Chat-bots simulate a conversation with native speakers and virtual communities of foreigners support with their help to learn their native language. N.D. Galskova and D.K. Bartosh [4] consider e-learning of foreign languages as a form of organization of educational process and control quality of its results.

The results are based on the use of electronic communication devices and information, which is aimed at the development and improvement students’ foreign language communicative competence, students’ personal qualities and properties.

As an outcome, students are ready for successful language learning as a means of communication and self-perception. E-learning of foreign languages is not a new problem; it was studied by a number of scientists: D.K. Bartosh [4], M.A. Bovtenko [5], P.V. Sysoev [6] and others. They proposed studies proving the effectiveness of using electronic means in teaching various types of speech activities and language aspects. However, despite the significant amount of scientific works in this area, the issue of e-learning of foreign languages continues to be relevant because of its multidimensionality.

II. METHODOLOGY

The theoretical and methodological basis of our research were:

- research on e-learning of foreign languages (D.V. Agaltsova [7], M.A. Bovtenko [5],

O.A. Cherkashina [8], O.A. Obdalova [9], D.V. Smolin [10], N.A. Spichko [11], P.V. Sysoev [6]);

- works on the theory and methodology of informatization in the system of education (M.I. Bashmakov [12], G.M. Kodzhaspirova [13], E.D. Patarakin [14], E.S. Polat [15]);
- studies of teaching foreign languages (N.D. Galskova [4], I.A. Zimnyaya [16]).

The article was prepared on the basis of research (pedagogical observation, a method of scientific and methodological literature analysis, generalization of the experience of e-learning foreign languages).

Analysis of this literature helped to establish that e-learning technologies can be successfully implemented in the process of development of all types of speech activities and aspects of a foreign language. Reading, speaking, writing, listening are referred to the types of speech activities while vocabulary, grammar, phonetics and linguistic cultural studies are aspects of a language.

According to one of the main classification of M.A. Bovtenko, [5] electronic resources for teaching foreign languages are divided into two types – educational and authentic. Educational electronic resources include:

- education software (presentations, training, test and complex programs);
- reference (dictionaries, encyclopedias, reference books);
- communicative programs (email, forums, virtual learning environment and others).

Authentic electronic resources include:

- informative resources (presentations, maps, podcasts, electronic books, films, virtual galleries and others)
- reference programs (dictionaries, encyclopedias, reference books);
- corpuses of texts,
- educational (in different subjects),
- software:
 - application programs and special-purpose programs,
 - communicative.

Moreover, there are studies [18], according to which, electronic resources are divided by types of speech activity and language aspects in teaching:

- listening (songs, videocasts, podcasts, digital audiobooks, films, video blogs),
- reading (e-books, articles, electronic dictionaries, corpus of texts),
- writing (articles, forums, chats, blogs, wiki-technologies, emails),

- speaking (video chats, video blogs, videocasts, podcasts),
- vocabulary and grammar (video casts, mind maps, electronic dictionaries, corpuses of text, training programs),
- phonetics (audio recordings, podcasts, video casts, films, audio books, training programs),
- linguistic and cultural studies (timelines, films, satellite interactive maps, mind maps, virtual tours in galleries).

Application of these e-learning tools has a number of didactic opportunities in learning foreign speech and language aspects. D.V. Agaltsova [7] highlighted the following didactic possibilities of electronic means of teaching foreign languages in her thesis research:

- visualization of educational information in the process of development speaking skills, writing, reading, listening, vocabulary and grammar skills and sociocultural knowledge;
- interactive dialogue in the process of development speaking skills, writing, reading, listening, vocabulary and grammar skills and sociocultural knowledge;
- simulation of dialogic speech while developing pronunciation and communication skills in a foreign language situation;
- automation of the process of developing skills and monitoring the results of studying phonetics, vocabulary, grammar, sociocultural material, material for listening, reading, writing and speaking;
- reproduction and recording of audio information during the process of practising pronunciation skills, studying phonetics, vocabulary, grammar and sociocultural material.

Actively emerging virtual communities in social networks, studied by E.D. Patarakin [14] can provide a number of opportunities that can qualitatively increase a level of development a foreign language communication competence. Collaborative activities and discussion of these activities enhance creation communities with new kind of activities:

- monitoring activities of community members,
- independent and/or collaborative creation of online educational content in a foreign language,
- discussion results of collaborative work in a foreign language.

As it was noted by E.D. Patarakin [14], in the process of collaborative work, new relationships arise. Pupils can compete, collaborate, argue, communicate, collectively construct knowledge, share it with less competent students and learn something new from other community members. N.D. Galskova and D.K. Bartosh [4] emphasize that communication in virtual communities is an intensive communication process that promotes development of interpersonal communication

skills and stimulates great motivation to learn a foreign language.

During this communication, pupils develop a sense of responsibility for group learning activities. By gaining experience working together, they acquire a sense of community belonging, an ability to provide each other with emotional, psychological support, which can serve as additional practice of foreign language communication. The methodology discussed above was used as the basis of our research, the results of which are presented below.

III. RESULTS

According to the results of the research, the article presents an analysis and scientific explanation of the potential of e-learning in foreign languages. I.A. Zimnyaya in her work [16] emphasized that a foreign language communicative competence consists of receptive types of speech activities (listening and reading), language aspects. Their which development leads to productive types of speech activities (speaking and writing). G.M. Kodzhaspirova and K.V. Petrov [13], considering the classification of e-learning, distinguish its two types: receptive (perception and assimilation of knowledge transmitted through audiovisual means) and interactive (training in the process of human-computer interaction in a dialogue mode).

Interactivity is a possibility of telecommunication between two or among more subscribers of the network, which allows a teacher to communicate with students and students with each other during the learning process.

1. These studies let us claim that e-learning of foreign languages can be divided into two types according to activities involved:

- receptive, aimed at the formation of receptive types of speech activities and language aspects - reading, listening, vocabulary, grammar, phonetics and linguistic cultural studies;
- interactive (productive), aimed at the formation of productive types of speech activities - reading and writing.

2. The nature of these types of speech activity suggests that interactive e-learning foreign languages is based on receptive activities and is used at more advanced stages of learning a foreign language.

3. Means relating to receptive e-learning foreign languages can be divided into two levels in teaching:

- information:
 - reading (hypertext - newspapers, magazines, articles, books and electronic reference resources),
 - listening (audio podcasts, audiobooks and video resources, films, video blogs, video casts),
 - vocabulary and grammar (video resources - video casts, mind maps, corpuses of text, electronic dictionaries),
 - phonetics (audio and video resources),

- linguistic social studies (timelines, films, satellite interactive maps, intellectual maps, virtual galleries),

- training and test programs, websites, mobile applications related to all receptive speech activities and language aspects.

4. Tools related to interactive e-learning can be divided into two levels:

- constructive tools – tools, aimed at individual or collective activities (preparation of a blog, video cast, podcast, e-book, newspaper, etc.),
- communication tools (chats, forums, video blogs, blogs, email, etc.).

5. The use of foreign language e-learning means in the classroom or as an independent work is based on the following principles, which we developed on the basis of E.D. Patarakin's research [11]:

- the principle of collective knowledge construction (collective work, such as, creation a e-newspaper in a foreign language can help students acquire new knowledge),
- the principle of collaboration (students work in groups to achieve one goal),
- the principle of role differentiation (working in teams, students can have different roles, experts or teachers – when more advanced students share their knowledge with others, or learners – when they learn something new, or critics – when they discuss results of other works in a foreign language, for example, a blog),
- the principle of flexibility (students can change quality of their work at any time – during the process of its creation or after collective discussion or critical evaluation),
- the principle of self and mutual evaluation (before a work is published for public viewing, its authors carefully check it, then this work is evaluated by other students, and, if necessary can be improved).

6. Basing on the study of T.V. Semenovskikh [17], we used three models of e-learning foreign languages:

- 1) learning with web support;
- 2) blended learning;
- 3) online learning.

The key characteristics of implementing these models in the process of teaching foreign languages are determined by some factors. They are amount of time that allowed teaching students in an electronic environment, a way of organization of educational process and a choice of teaching strategies.

Learning with web support assumes that the electronic environment is used in addition to the main traditional educational process for the following tasks:

- organization of independent students' work in the electronic environment (homework);

- organization of collective work of students in constructive programs (preparation of an electronic newspaper, discussion in forums);
- mutual evaluation of other students' works;
- organization of control and self-control.

The model of web support, in contrast with the blended learning model, is not permanent. Mostly, lessons are held traditionally. The first model is reasonable to use during isolation period at schools, for extracurricular activities, to organize competitions, projects, weeks of foreign languages and special events.

The blended learning model is built on the integration of classroom and extracurricular learning activities with full use or complementation technologies of traditional learning and e-learning. With blended learning, it is possible to reduce amount of classwork.

In blended learning, certain types of learning activities are partially or fully transferred to the electronic environment. I.A. Kireeva, V.S. Dzhabrailova, M.P. Fomicheva [18] noted, that it is reasonable to organize the stage of receptive learning of foreign languages in an electronic environment and to use classwork hours for communication in foreign languages. Blended learning can be helpful in situations with gifted students, or students who cannot attend lessons.

In online learning, most part of the learning process is carried out in an electronic environment and characterized by high interactivity of learning content, regular students' interaction with each other and a teacher. Online learning assumes that receptive and interactive learning of foreign languages is carried out in an electronic environment.

In this model, massive open online courses can be used, hosted on the platforms openedu.ru, coursera.org, futurelearn.com or other platforms, offering different aspect and levels of studying languages. This model is suitable for students who want to prepare for final exams, who want to learn languages deeper and can be suggested by a teacher as an individual educational route.

7. For the organization of foreign language e-learning, teachers should have a sufficient level of readiness in this area:

- ICT-competence;
- information on availability of educational resources on the Internet;
- ability to orient in virtual space for interaction with foreign and Russian colleagues;
- readiness to get acquainted with the experience of their colleagues and provide information about their problems and achievements in teaching foreign languages;
- knowledge of new methods of teaching foreign languages which are based on ICT tools;
- skills of planning lessons with e-learning tools;

- skills of organizing educational process of teaching foreign languages with e-tools;
- critical thinking, an ability to evaluate information, etc.

8. Successful implementation of e-learning foreign languages involves necessary students' training in the field of ICT:

- skills of searching information on the Internet;
- ability to use communication programs for organization of interpersonal and intercultural communication;
- skills of working in multimedia environments;
- skills of working with web 2.0 services.

IV. DISCUSSION

The results of this work were discussed at the International scientific and practical conferences "Informatization of education: theory and practice" in Omsk State Pedagogical University in 2014, at the International Scientific and Practical Conference "Informatization of education: theory and practice" in Omsk State Pedagogical University in 2017. The results of the research were published in the journal "Bulletin of Omsk State Pedagogical University. Humanities research". 2018. Number 4 (21), in the journal "World of Science", 2017. Vol. 5. No. 4, in the Bulletin of the Siberian Institute of Business and Information Technology, 2016. No. 3 (19).

The authors have been teaching future teachers of foreign languages in the faculty of foreign languages of Omsk state pedagogical university. Students create different electronic resources for all speech activities and language aspects and use them during their pedagogical practice at schools. In addition, we train masters of language educations, most of whom are practicing teachers at schools, they learn how to construct foreign language e-courses. Our masters have an opportunity to implement these courses in their lessons.

After approbation, we receive positive feedback from our students – they note an increase in schoolchildren's motivation to learn the language, improving quality of knowledge development, skills of all types of speech activities and language aspects. Besides, we conducted distance-learning courses for practicing teachers "Using e-learning technologies in the educational process".

Also, "Using information and communication technologies in teaching a foreign language in terms of implementing federal state educational standards" on the portal edu.mano.pro in Multidisciplinary Academy of Continuing Education. Teachers attended these courses from such cities of the Russian Federation as Perm, Novosibirsk, Krasnoyarsk, Ekaterinburg, etc. Teachers noted positive experience of using e-learning technologies in teaching foreign languages that enhance improvement quality of the educational process.

V. CONCLUSION

As a result of this work, we obtained the following results:

1. We analyzed the didactic possibilities of e-learning tools for teaching foreign languages. It has been concluded that these tools can be used in teaching all types of speech activities and language aspects for visualizing educational information, developing language skills, and modeling foreign language speech.

2. Foreign language e-learning can be divided into two levels - receptive with information, training, and test tools and interactive with constructive and communication tools of education.

3. On the level of interactive foreign language e-learning, students should be included in virtual communities with collective students' work. It will lead them to construction of their language skills, development of self and mutual assessment skills, cooperation skills and mastering several social roles (critic, expert, learner and etc.).

4. There are three models of foreign language e-learning: learning with web support; blended learning; online learning. The choice of a model depends on the amount of time allowed to teach students in electronic environment, the way of organization of educational process and choice of teaching strategies.

5. To organize foreign language e-learning a teacher should have a special training (ICT-competence, methodology skills of organizing lessons with electronic resources, participation in virtual methodology communities to get and share experience of e-learning and so on). In turns, students should be also prepared to work with ICT-resources too. They can develop their ICT-skills during lessons of Computer science, individually and in virtual communities.

6. Our research was tested in different schools of the Russian Federation and we received positive feedback. The results show improvement of level of development foreign language communicative competence, rise in motivation to a foreign language and enrichment of teaching tools.

7. There are many issues that were not included in the article, related to planning and applying e-learning resources in the process of teaching different speech activities and language aspects. Moreover, the authors are going to continue their research in the area of constructing and using foreign language e-learning environment in education.

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