

Әл-Фараби атындағы Қазақ ұлттық университеті
Казахский национальный университет имени аль-Фараби
Al-Farabi Kazakh National University



**«ФИЛОЛОГИЯ, ЛИНГВОДИДАКТИКА ЖӘНЕ
АУДАРМАТАНУ: ӨЗЕКТІ МӘСЕЛЕЛЕРІ
МЕН ДАМУ БАҒЫТТАРЫ»**

атты I Халықаралық ғылыми және
оқу-әдістемелік конференциясының материалдар жинағы
04 ақпан 2015

Сборник материалов
I Международной научной и учебно-методической конференции

**«ФИЛОЛОГИЯ, ЛИНГВОДИДАКТИКА
И ПЕРЕВОДОВЕДЕНИЕ: АКТУАЛЬНЫЕ
ВОПРОСЫ И ТЕНДЕНЦИИ РАЗВИТИЯ»**

04 февраля, 2016

Materials of The I International
Scientific and Teaching-Methodical Conference

**«PHILOLOGY, LINGUODIDACTICS AND
TRANSLATION STUDIES: TOPICAL ISSUES
AND DEVELOPMENT TENDENCIES»**

04 February, 2016

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Thus, we can confidently assert that the technology of podcasting as a result of its inherent didactic properties and functions has a number of advantages that can make the learning process more effective and, ultimately, promote quality achievement of didactic goals.

In conclusion, it should be noted that modern podcast technology has a number of didactic properties and functions that need to be taken into account when teaching a foreign language using ICT. On the one hand, through podcasts you cannot just develop the same language skills and those language skills, to form all components of foreign language communicative and intercultural competences, and because of its didactic properties using podcast can significantly enrich this modern podcast technology has three didactic functions, which are much more difficult to implement in a traditional language learning in classrooms using the textbook: building individual educational trajectories, the implementation of educational technology "cooperative learning" and the development of skills of independent educational activity. [4, p-132]

Thus, the need for the use of podcasting in language learning explains not only the possibility of obtaining desired information in a foreign language but more importantly modernize the process of learning language and culture.

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THE IMPORTANCE OF NEW TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING PROCESS

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Key words: technological literacy, authentic materials, academic skills, critical thinking, reading and writing skills.

The Internet is a useful tool in foreign language teaching process; it has imitations and can put problems for some students. Mostly it depends on the level of language learners. Elementary and Intermediate level students sometimes may lack the proficiency in English necessary to correctly

understand specific or scientific texts. Of course, not all the information accessible on the Web is suitable for students. Therefore, at every stage of each activity students need to be aware the purpose of the given task they are performing and what to do next.

These difficulties can be overcome with appropriately organized and planned Internet-based activities. They must be integrated into the FLT curriculum, taking into account the aims and design of the course.

The need to support technological literacy among language learners and the focus on content-based instruction as the most appropriate method to learn and construct knowledge of different activities to integrate the Internet in foreign language classroom. Internet-based activities are activities designed for this purpose that take full advantage of the useful resources on Internet.

The benefits of a content-based approach to FLT, to study how Internet-based activities can be integrated into a content-based syllabus, analyze the different types of activities appropriate for foreign language teaching specifically for the students of the faculties of natural science. A content-based approach is based on the content of a subject and on the use of authentic materials. The curriculum integrates target language learning and content learning. This approach also takes into consideration the language learners' learning styles and linguistic needs.

The main objective of an FLT is to help students gain the linguistic and communicative skills related to their specialties and disciplines. With the help of this approach and activities students can have multiple opportunities to work with authentic, useful, meaningful and challenging material. The benefits of Internet-based activities are most important:

- a) Increased motivation and participation by students (1);
- b) The possibility to implement a pedagogy based on critical thinking and problem solving (2);
- c) Greater integration of reading and writing skills and opportunities to practice them in meaningful context;
- d) More opportunities to interact with the target language and content area because students spend more time on task (3).

In addition to these benefits, the Internet also provides the resources necessary to perform authentic projects and analysis, and thus develop the communicative competence of students. Internet-based activities take many forms. In a discussion of using the Web for FLT, there are the following five formats: WebQuests, treasure hunts, topic holists, multimedia scrapbooks and subject samples. Topic holists and multimedia scrapbooks are activities for learners new to the World Wide Web and are limited to simply exploring and downloading useful Internet resources. These resources can be organized and used later in other Internet-based activities. A topic holist is a Web page contains photos, maps, sound and video clips. A treasure hunt widens students' knowledge of a topic by providing links to Web sites with information on that topic and by posing key questions concerning the sites. A subject sample is an activity designed to get students to improve an affective connection to a topic by responding to Web sites with a personal perspective (4).

WebQuests develop problem-solving skills and advance learning through analysis of complex concept, thus, they are most useful for FLT.

WebQuests are inquiry-based activities in which language learners interact with information coming primarily from resources on the Internet (5). A WebQuest must have the following steps (5):

1. An introduction that explains the activity and provides background information.
2. A task that is feasible and interesting.
3. A set of information sources needed to complete the task Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or real-time conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely a drift.

4. A description of the process the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some guidance on how to organize the information acquired.
6. A conclusion that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

In a WebQuests, students go beyond mere fact finding by studying a controversial issue in order to analyze its components and suggest a solution. Then, working in small groups, students become "experts" on some aspect of the problem by analyzing the Web sites given to them by the teacher. Finally, students complete a real world activity such as e-mailing elected official or presenting their interpretation to recognized experts on the topic (6).

WebQuests foster cooperative learning, since students usually have to collaborate and share information to solve a problem or find an answer to a complex question. These activities engage language learners in performing authentic simulation tasks by providing new information on a given topic and by helping students develop critical reading and analyzing skills. They also promote writing with a purpose for a real-world audience.

WebQuests has three components (7):

1. WebQuests promote motivation and authenticity. Students perform authentic tasks, since they have to understand or solve a real-world issue. Motivation is increased by giving students real resources and assigning them a role within a cooperative group.
2. WebQuests develop thinking skills. The question that the students have to research and answer should be a complex one that forces them to transform information.
3. WebQuests foster cooperative learning. Since WebQuests are concerned with complex topics, students have to cooperate and take on specific roles to complete the task.

Nowadays the Internet has successfully used in FLT process. There are also other activities and tasks for students to learn effectively foreign language with the help of the Internet. Some of them are summary and synthesis tasks, design tasks, negotiations and interaction tasks, analytical tasks and scientific tasks.

Summary and synthesis tasks are basic writing skills for students.

Design tasks requires language learners to create a new product that achieves a predetermined goal and works within specified, authentic constraints. The motivation of the students will be high since they do not feel that they are just performing a class activity. The final result can be oral report presenting the product designed.

In using **negotiations and interactions** tasks students can be asked to evaluate authentic documents, such as technical specifications or advertisements. These tasks can help students develop the reading and thinking skills necessary to write recommendations and evaluations and to learn the language of negotiations and interactions.

Analytical tasks require learners to look closely at one or more things, find similarities and differences, and determine the implications inherent in the similarities and differences.

Scientific tasks help students perfect their skills in gathering data and making and testing hypothesis. At the final stage of the scientific task, students can write a report describing the results and implications of their research (8).

In conclusion, all the Internet-based activities or tasks must be interesting, challenging and relevant to the language learners in order to encourage their interest and increase their motivation. The topic or material should be familiar to them and the material should be related to their specialties or field of knowledge, in order to enhance their confidence in learning foreign language.

In this article we have also proposed that Internet-based activities can be widely used in FLT because all these activities mentioned above involve the use of authentic material from different Internet sources and attract language learners in reading extensively on a topic related to their specialties and discipline, representing tasks of increasing complexity and creating oral or written texts to present the results of their online work.

Internet-based activities are activities that can be effectively used in FLT. They help students improve their academic and problem-solving skills. Through reading they acquire the active vocabulary related to a topic of their discipline.

TEACHER'S AND STUDENTS' ROLE IN THE CASE STUDY CLASSROOM

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Key words: Problem Based Learning (PBL), Communicative Language Teaching (CLT), English Language for Specific Purposes (ESP), Case-Study Method, Case Study Classroom.

The research seeks to introduce the most popular method of problem-based learning which is more and more widely applied in the academic setting, namely, the case study method. It is presented with the view of, though not necessarily, an interdisciplinary context of management studies and the English Language for Specific Purposes (ESP). As it will appear later, the case study method is always problem directed, though not always problem-driven.

Problem-based learning (PBL) that has been around since the late 1960s, and engages language students in learning how to learn while they also learn language and content. Within the area of second language learning and teaching, problem-based learning aligns with approaches in which students learn the target language by using it, rather than being presented with and then practicing predetermined language structures. Case studies have also been used as a teaching method and as part of professional development, especially in business and legal education. The PBL movement is such an example. When used in (non-business) education and professional development, case studies are often referred to as *critical incidents* [1], [2], [3], [4].

When the Harvard Business School was started, the faculty quickly realized that there were no textbooks suitable to a graduate program in business. Their first solution to this problem was to interview leading practitioners of business and to write detailed accounts of what these managers were doing. Cases are generally written by business school faculty in 1925 with particular learning objectives in mind and are refined in the classroom before publication.

The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem. As a part of CLT and PBL case study describes a real-life situation, usually a problem or problems that need to be solved. Case studies give basic information about a problem, about the main decision makers and other relevant background information. Then, they present a problem which needs to be solved, together with some additional information (often in the form of charts, graphs and tables) which may be helpful when looking for the best solution to the problem. Rather, students should be encouraged to deduct, analyze, interpret and suggest various hypothetical solutions. Students prefer cases presenting problems that have appeared recently because then they know reality better. Some course-book authors and teachers write fictitious cases specifically for language teaching purposes. But the problem in Kazakhstan, that we do not have such kind of books. Therefore, to use this method ESL teachers need to solve this problem. Mini-case studies have great pedagogical value since they teach students how to use their theoretical knowledge of language combined with analytical thinking to solve realistic problems and use them in real life all that in the medium of English.

Case studies recount real life situations that present problems with a dilemma or uncertain outcome. The case describes the scenario in the context of the events, people and factors that influence it and enables students to identify closely with those involved [5].