МЕТОД TBLT В ОБУЧЕНИИ ЯЗЫКАМ В КОНТЕКСТЕ ИСПОЛЬЗОВАНИЯ НОВЫХ ЦИФРОВЫХ ИНСТРУМЕНТОВ

TBLT METHOD IN TEACHING LANGUAGES IN THE CONTEXT OF USING NEW DIGITAL INSTRUMENTS

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Аннотация

Недавний интерес к TBLT, опосредованному технологиями, растет параллельно со всплеском новых инноваций, выходящих за рамки цифровых инструментов, которые предоставляют студентам новые возможности обучения с помощью более быстрого оборудования, которое позволяет использовать мультимедийные многопользовательские платформы. Как и в любой новой области, первопроходцы в изучении языка с помощью этих технологий прежде всего исследуют общий потенциал для изучения языка и интеграции в процесс преподавания, а также их возможное соединение с методологиями преподавания и обучения. Среди новых исследований особое внимание привлекли игры, как перспективный метод изучения иностранного языка. Между принципами языкового обучения через игры и концепцией TBLT существует тесная связь. Например, структура большинства игр основана на выполнении задач, наиболее известных как «квесты», которые выстраиваются в соответствии с принципами

сложности (контекстными, организационными, алгоритмическими и т. п.) и нацелены на активное участие в «делании» чего-нибудь.

Кроме того, игроки формируют игры своими действиями и решениями, которые они принимают так же, как ораторы формируют задачу, когда они в нее погружаются. Люди учатся играть в основном непосредственно играя (а также разговаривая с другими игроками, читая об игре и т. п.), что соответствует основной образовательной философии TBLT, основанной на экспериментальном обучении.

Annotation

The recent interest in technology-mediated TBLT is growing in parallel to a burst of innovations beyond digital tools that connect speakers with new possibilities through faster hardware that allows multimedia, multiuser platforms. As with any new field, pioneers in language learning through these technologies are exploring, first and foremost, their general potential for language learning and integration into teaching and their possible articulation with teaching and learning methodologies. Among the new studies, gaming for second and foreign language learning has gained special attention. There are strong connections between gaming principles and the concepts behind TBLT. For example, the structure of most games is based on the completion of tasks, best known as “quests,” which are sequenced according to principles of complexity (contextual, organizational, algorithmic, etc.) and aim at actively engaging participation in “doing something.”

In addition, game players shape the games by the actions they take and the decisions they make, much like speakers shape a task once they are immersed in it. Game players learn to play mainly by playing (as well as talking to other players, reading about the game, etc.) which fits with TBLT’s main educational philosophy of experiential learning.

Ключевые слова: Обучение языку на основе задач, задачи, ориентация на продукт, цифровые медиа, EFL-класс, планшеты, приложения, учителя на тренинге.

Key words: Task-based language teaching, tasks, product orientation, digital media, EFL-classroom, tablets, apps, teachers in training

Currently, information and communication technologies play an increasingly important role in teaching a foreign language around the world. Internet technologies are of particular interest for both teachers and students, since they provide the opportunity to constantly use authentic language material and virtual immersion in the atmosphere of the language being studied. However, recent research shows that today's students experience certain difficulties when interacting with authentic text retrieved from Internet searches.

Representatives of the digital generation tend to seek immediate feedback, which implies a quick response, therefore they do not get instant satisfaction from a quick search for immediate answers, and the knowledge gained as a result of such Internet searches can be called fragmentary. Modern students often make hasty, random choices from a variety of possible sources of information, without thinking or evaluating the quality of the information received.

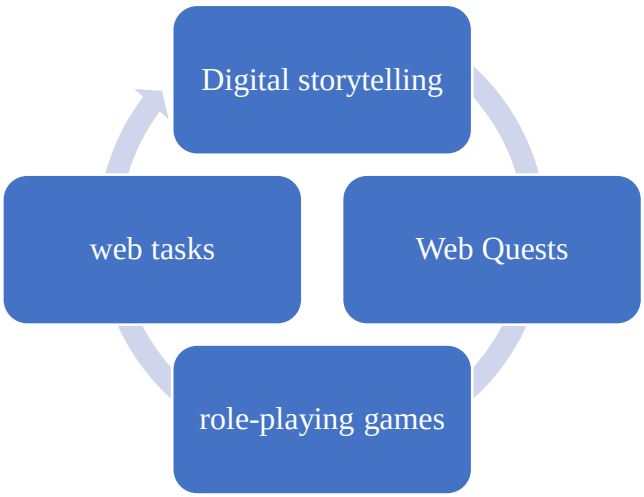
Digital media not only shape our society and culture, but they also strongly influence approaches to teaching and learning in educational settings. Most teachers and pupils are more or less constantly in contact with digital media, such as smartphones, PCs, tablets, etc.

Especially for young people, communicative applications such as Facebook, Instagram, Snapchat etc. play a major role in their social lives. Current studies reveal that 92% of young people between 12 and 19 years of age use their smartphone daily, and most of them use their smartphone for surfing the web. It seems unquestionable that young people are spending a lot of time in front of screens and that digital media have a deep impact on our every-day and social life. They function primarily as set cultural spaces which adolescents mentally and actively deal with during their every-day lives, and which serve as guidance for both their adaptation to and acquisition of the world, their personalities and their concepts of living.

Digital media education should not be excluded from the classroom: It would mean ignoring a major part of young people's everyday lives and not preparing them for a responsible and critical engagement in new cultural practices.

As part of our research, we have selected and considered key different task-based activities in language education for teenagers, which we can generalize:

Figure 1 – Main categories of different task-based activities in language education for teenagers



Digital storytelling is a visual sequence with audio accompaniment, which can include voice acting or a music track. Integration of digital storytelling into the process of learning foreign languages contributes to the implementation of the following tasks: facilitating understanding of the material; visualization; development of phonemic hearing; motivation of students; the formation of socio-cultural and discursive competence.

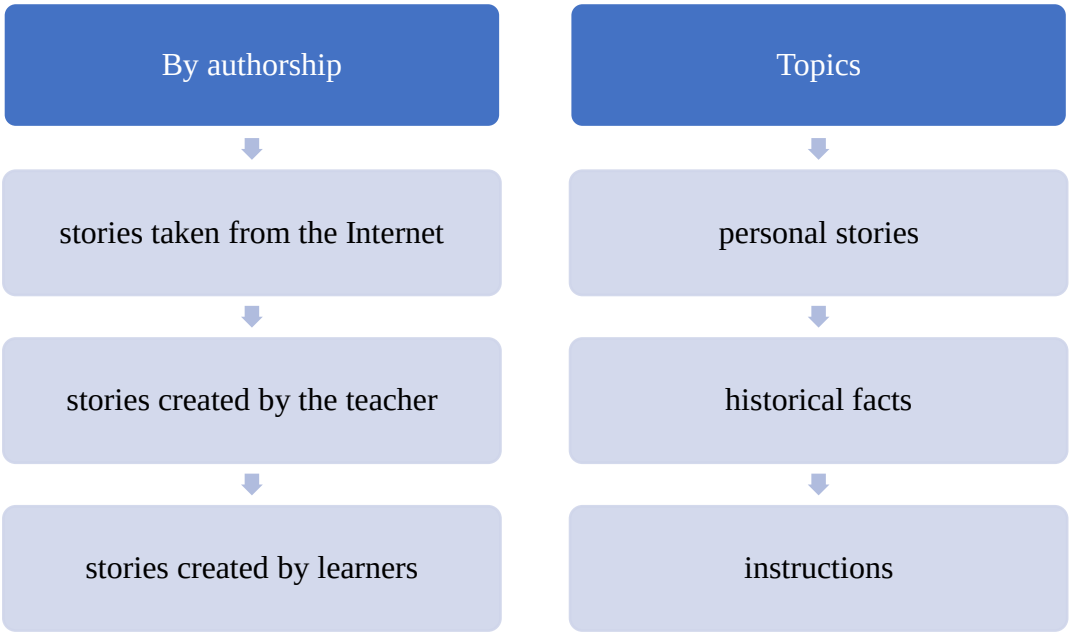
This format allows students to both present new material and consolidate, control what they learned earlier. Drawing up a story plan and writing a plot develop such an active type of speech activity as writing and a receptive type - reading. In the process of scoring a story, the skills of speaking and listening are developed.

One of the advantages of using digital stories is also the variability of the forms of student work: work on the creation can be carried out both individually and in a team. The result of teamwork can be a digital storytelling presentation. And here we

can already talk about the development of information competence, which develops the ability to search for the necessary information.

There are the following types of digital stories (figure 2):

Figure 2 – Different types of digital stories



Among the difficulties that can be encountered in the course of integrating this format of tasks into the learning process the following are distinguished:

- providing students with the necessary technical devices for recording and listening to stories;
- solution of copyright issues;
- determining the place of the task in the lesson;
- the choice of the subject of the story;
- drawing up an algorithm for creating a story;
- selection of material for use in the creation process.

The algorithm for creating a digital story can be as follows: drawing up a plan; selection of multimedia materials; script writing; script verification; story recording; editing; presentation of the story; commenting; evaluation of work.

Today, there are many Internet services that make it easy to create digital storytelling even online. Let's consider some of them: ACMI Generator is a creative platform where anyone can create their own digital story or view existing works, story

can then be made publicly available. The site has a base with graphic and textual material, instructions for creating stories, a division into educational topics.

Capzles is a site where students can create their own stories, including photos, videos, blogs, text and audio. More than 1000 finished works, divided into topics, are in the public domain.

Another interesting direction of different task-based activities in language education for teenager is web quests or web assignments. This is an exercise that includes problematic role-playing tasks. To complete these tasks, students need to actively use resources on the Internet. Web assignments allow to shape the students' ability to use the foreign language being studied in practice.

Web quests or web tasks have a strict structure, which includes an introduction, the task itself, the order of work performed, and methods for evaluating work results. The introduction contains the purpose of this web quest. This goal can be achieved if all tasks are consistently completed. Also in the introduction there is a motivational part in the form of questions, which encourages the students to complete the quest.

The part with tasks contains an explanation of the essence of the tasks that need to be solved to achieve the goal. The work can be done not only individually. Some quests are solved in pairs or groups.

However, if the following conditions are met, the retelling task may well be classified as a web task:

-The way students present their thoughts during retelling is very different from the original text. This is not usual practice of copying someone else's text. The text is unique and independent;

- Students have the opportunity to independently choose their own material for retelling;

- Students independently find, select and process information to complete the assignment.

Web Quests, originally created by Dodge B. at San Diego State University in 1995, are stand-alone, query-driven actions on the Internet. Dodge argues that web quests are designed to support the thinking of students at the level of analysis, synthesis

and evaluation using information provided in genuine web resources that are used to compose web quest tasks. It focuses on the use of Internet content as a tool to develop cognitive skills by involving students in tasks that require them to practice these skills.

Before proceeding to the analysis of this method of organizing students' independent work, it seems appropriate to briefly consider the main stages of the web quest (figure 3).

Figure 3 – Main stages of the web quest in language task-based activities



The first stage is the introduction - this stage is usually used to familiarize yourself with the general theme of a web quest and defines its main idea.

The second stage is setting the problem. This section of the web quest clearly and accurately explains the algorithm of actions of students completing the web quest.

The third stage is the execution process - at this stage, the teacher, developing a web quest, must guide students in the right direction, offering them a number of sequential and logically structured tasks and research tasks, using a set of predefined Internet resources.

The fourth stage is evaluation - at this stage, students compare and contrast what they have accomplished and provide feedback on what they have learned and achieved.

Another type of web task is controversial issues. Students should seek different opinions, which may even be inherently opposed. Then these opinions need to be reduced to consensus.

Convincing web assignments are no less interesting. Their task is to develop a product that can convince other people of something. This greatly expands the scope of retelling. Children should not just explain this or that information. Their job is to

provide a compelling case for their claims. They should also provide different options for solving the problem posed, based on materials from the sources found. Moreover, the final result of the work can be formalized in free form. It can be a release, video, presentation or other format for presenting information.

To actively solve web quests and other tasks that involve the active use of the Internet, students need to have a good enough command of the language being studied at a level sufficient to process current information. Therefore, a web quest or web tasks can be effective in the process of learning a foreign language only if two conditions are met:

- The web-quest is used as a creative task to complete the studied topic
- During web assignments, students perform training exercises to consolidate new lexical and grammatical material used in the presented Internet resources. These tasks should be either before the immediate work on solving the quest, or during it.

There are several advantages of using web quests to organize students' independent work in the process of learning a foreign language: interactive learning, the ability to work in groups, increasing motivation to learn, and developing cognitive skills. It should be noted that along with these advantages, the web quest method is an affordable and relatively simple way to use Internet technologies.

Let's consider the advantages of web quests in more detail. The use of web quests is considered as one of the effective ways to implement interactive teaching of a foreign language using Internet technologies, which, of course, is an advantage over instructions based on traditional textbooks. As a rule, teachers, as an organization of students' independent work, offer reading a prepared text, and in this case, students are passive recipients of knowledge. Web quests, unlike traditional self-study assignments, are student-centered tasks that require the use of interactive teaching methods.

Moreover, web quests encourage the development of cognitive skills such as comparison, classification, formulation of conclusions, analysis of errors and prospects for further research. In addition to reading and memorizing, students analyze, synthesize, evaluate and apply the information received.

Another interesting type of different task-based activities in language education for teenager is role-playing game. Most role-playing games tend to be simulated. So, in games of a military orientation, armed struggle is imitated, the performance of a specific role is inherent in acting, in our case, pedagogical activity is modeled in the game.

Cognition of reality, as well as orientation in it, as a rule, occurs in the process of effective communication of the participants in the game with each other and is expressed in the interchange of opinions, actions, feelings, thoughts, gestures.

The effective functioning of a role-playing game as a practice-oriented task is the influence of the teacher on students in order to achieve educational goals in the process of motivated communication. The positive result of such educational activity presupposes the creative use of the acquired skills in a new situation. The intellectual component in this case consists in updating the acquired knowledge and skills, using techniques, methods and means of mastering the method of teaching a foreign language.

When using the role-playing method, students develop a higher level of professional competence. Role-playing games as practice-oriented tasks help students to realize the social significance of their future profession, to show a steady interest in it, teach to organize their own activities, exercise pedagogical control, evaluate the process and learning outcomes, develop the ability to search, analyze and evaluate information necessary for staging and solving professional problems, professional and personal development.

Actualization of the use of audiovisual technologies in teaching foreign languages based on computer technology in the early 1980s. led to the emergence of appropriate teaching methods - CALI (Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), CAELL (Computer-Assisted English as a second Language Learning), TELL (Technology Enhanced Language Learning). These methods were formed as the development of the latest computer technologies, the development of programming languages in general and the development of new applications for language laboratories in particular.

Today it is a wide range of curricula that support communicative teaching methods based on real-life communication tasks (TBLT or task-based instruction, TBI) in learning environments with applications for mobile devices (Mobile-assisted language learning, MALL).

Another interesting digital technology in language teaching today is BYOD (Bring Your Own Device) - technology is a teaching strategy that involves the use of a personal mobile device (this refers to any technological device owned by the student or his family) for the purpose of teaching. Recent research by national ministries of education in collaboration with CiscoSystems has shown that BYOD is becoming an increasingly common educational strategy used in middle and high school schools.

The decision to use BYOD technology in schools is due to many social, technical, and economic factors. These include:

Figure 4 – Factors of using BYOD in language teaching

social factors. Over the past 15 years, the field of mobile and IT technologies has been one of the fastest growing and fastest growing. Most middle school students already have their own phone, tablet, laptop or personal computer with Internet access.

- technological factors. Modern smartphones offer a wide range of capabilities and diverse functions, while they are compact and contain a large amount of information.

economic factors. BYOD is about effective management. Not every school can afford to update technical equipment every 3-4 years, so it is very beneficial for students to use their own devices

- educational factors. The modern world puts forward many requirements for a modern school graduate: high academic achievements, skills in the use of digital technologies, foreign language competence, the ability to think critically, work in a team and quickly solve assigned tasks

Many teachers in the use of ICT for educational purposes adhere to the idea of transferring the traditional educational process from the real to the virtual while preserving its aesthetic form and moral content. In this regard, the most successful methods are those that contribute to immersion in a communicative situation strengthened by the moral and moral component and have an impact on the emotional side of the student's personality. The greatest recognition and distribution in teaching

a foreign language was received by such Internet technologies as: distance learning systems (LMS), hypertext, podcasts, social networks and gaming technologies. Consider the possibilities of implementing the educational component of each of them.

Distance learning system. - is used in building an electronic educational course that develops language skills and has a moral impact on schoolchildren. The content of the integrative course created on the basis of the LMS should be based not on the mechanical performance of exercises, but on the activation of visual and sound perceptions, which helps to more effectively assimilate the educational material. The use of LMS with selected moral and aesthetic topics of assignments contributes not only to the involvement of schoolchildren in the educational process, but also to their spiritual development and improvement. One of the most widespread distance learning systems in Russia, which allows combining education and upbringing, is the MOODLE LMS.

Today, there are practically no schools left in our country without Internet access. The global information network is the best source of information and new knowledge. Many teachers have realized how important it is to explore existing Internet-oriented teaching methods and develop new approaches. Thanks to technology, teachers can create a different learning environment that will be of interest to students. Also, with the help of modern software systems, children receive a great responsibility for self-education.

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