

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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ONLINE PROGRAMS TO TEACH WRITING: REVIEW AND APPLICATION

Writing skills along with speaking and reading is a key part of the learning process. Writing is a basic cultural skill requiring fundamental abilities for its acquisition. The learning process is impossible without writing skills acquisition. Writing skills are taught using different tools. As an example, one can bring traditional, that are always used. Another type of tool is technological. Technological tools are growing in popularity due to the fact that it is difficult to imagine modern life without the Internet.

Technological tools have already entered in the mainstream of educational process. Online programs have many benefits. The following should be highlighted:

- Greater efficiency compared to traditional tools;
- Availability of convenient use;
- Clear structure and instructions;
- Attention to every detail;
- Permanent access;
- Save time;
- Motivation for students;
- Availability of diversity;
- Ability to track progress;
- New ways to engage students;
- Alignment with writing standards;
- Timely, relevant feedback;
- Opportunities to differentiate instructions.

Today, there are a large number of online programs provided the opportunity to improve the written skills of students, and save time for teachers, have confidence in the correctness and relevance of the material, and also monitor the progress of students (individual or group) by making notes.

The choice of online programs is very large. Each program can be chosen in accordance with the theme and purpose.

The introduction of modern technology is changing the nature of a foreign language lesson. The independence of students increase, their participation in speech activity becomes more active, new opportunities open up to stimulate the individual abilities of each student.

Many methodologists (A. Andreiev, S. Beshenkov, V. Bubnov, S. Grigoriev, S. Zhdanov, O. Kozlov, A. Kuznietsov, D.Sh. Sailor, N.I. Pak, E.S. Polat, S. Panyukova, I.V. Robert, etc.) believe that in the conditions of the informatization of the education system, information and communication technologies are actively and successfully used in teaching a foreign language, which significantly increase the efficiency of this process. In particular, the use of ICT provides the opportunity for students to create the conditions for the formation and development of linguistic and communication skills, taking into account personal needs and characteristics, successfully implementing the ideology of personality-oriented education. This point of view is held by E. Bondarevskaya, V. Serikov, V. Slastenin, I. Yakimanskaya and others.

According to E.S. Polat, the task of the teacher is to create the conditions for practical acquisition of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. Modern pedagogical technologies, such as the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of training, inclinations, etc. [2, 14-19].

E. Mukovnikova identifies the following goals of introducing technology into teaching a foreign language:

- improve the efficiency and quality of education;
- focus on modern learning goals;
- increase motivation to learn;
- improve the quality of visibility [1, 4-6].

According to R.S. Rzhovsky, access to online programs in the classroom makes the learning process more attractive. Unlimited access to interesting materials that compares favorably with outdated texts in the textbook is obtained by students. In general, the use of the Internet and its resources makes it possible to make lessons more interesting, fill the lessons with new, more modern and relevant content and, ultimately, increase the educational and cognitive motivation of students.

R. Williams and C. Mackley in their article “Computers at school” write: “There is one feature of a computer that is revealed when using it as a device for teaching others, and as an assistant in acquiring knowledge, is its inanimate nature. The machine can “friendly” communicate with the user and “support” him at some moments, however, she will never show signs of irritability and will not let her feel bored. In this sense, the use of computers is perhaps most useful in individualizing certain aspects of teaching” [3].

Writing platforms with scoring engines

Essay Punch

Essay Punch belongs to the programs that help develop writing skills, particularly in writing an essay. Three different ways to write an essay are included:

- through the description;
- information;
- persuasion.

The program gradually guides students toward developing ideas and writing essays.

Work Stages:

- pre-writing;
- outlining;
- organizing;
- revising;
- rewriting;
- publishing.

Nine writing topics are included and 1,080 tips are designed to help students. The program is intended for students of 7th grade to adults [8].

WriteToLearn

The program is created by ‘Pearson’. Pliable, convenient, effective written assessment and instruction with extra content and tools are provided for students. More than 1000 passages from books are included in the program to develop writing skills.

Assessment of the understanding of the text read by students is carried out by the program, as well as aspects of grammar and spelling. The ability to deliver personal feedback upon request is given to teachers. It has been proven that this program can help students become better writers and develop the skill that possessed by every good reader, which consisted in the ability to generalize what they read.

Benefits:

- Impactful results
1. Less grading, more teaching

Automated grades, a point system and a report are provided by the program, which makes it possible to save time for the teacher.

2. Improved skills

The immediate feedback given by WriteToLearn provides an opportunity to practice through the review and editing steps.

- Comprehensive assessment

1. Summary writing

Students are given the opportunity to summarize passages for reading in their own words. One of the components provides the ability to compare spelling with text. Reviews on such aspects as copying from a passage, spelling, repetition and content of excess information are obtained by students

2. Essay writing

The content of the essay and the mechanical aspects of writing are evaluated by the program. Meaning is measured immediately after students present their work. The similarity of the essay with the study essay is produced by the program in order to detect similarities.

- Reporting and support

1. Students reporting

Personal feedback, tips and tricks are obtained by students after each completed task in order to improve writing abilities.

2. Teacher reporting

There are 7 key functions for teacher reporting. Average performance is displayed by the class scoreboard. Performance details are provided by a review report, which provides an opportunity for the teacher to identify common weaknesses. Individual successes, assignments, portfolio writing, vocabulary exercises belong to additional functions available for use.

3. Built-in rubrics

Four types of headings and essay tips are provided by the program. A six-heading column evaluates the six characteristics of high-quality writing.

4. Integrated support skills

Important ideas are emphasized by written tips and hints, essay writing tips and short hints are used by students to speed up the writing process. Built-in vocabulary, highlighting, word prediction and translation tools provide additional support for different audiences [6].

Writing aids

Odyssey Writer

Odyssey Writer by CompassLearning is a program that can significantly improve the writing skills of elementary and high school students. This program can be interesting for anyone who sets a goal to focus on the writing process. Carefully selected tasks are used by Odyssey Writer program.

The program includes such components:

- integrated prereading graphic organizers;
- easy-to-use word processor;
- the teaching guides;
- answer keys [7].

OmmWriter

OmmWriter is a tool that gives students the ability to concentrate. The opportunity to immerse you in the creative process is given to students. A unique environment without distraction allowing the student to write in a relaxed atmosphere.

The three main functions of this program are:

- beautiful backgrounds that hold attention and set the mood for writing;
- audio tracks for people who like to think with music;
- keystrokes to support each movement made on the keyboard [5].

iPad apps

Storymeter

Story meter is an iPad app that helps students use creative writing skills by providing tools for brainstorming, analyzing thoughts, and organizing notes and ideas. Writing tips are provided by the app. The video tutorial section provides an opportunity to learn how these functions can be used by the student [8].

Hemingway

Hemingway is an application that can be used online to make text clearer and more aesthetic.

Application Features:

- highlights long, complex sentences and common mistakes;
- used color scheme to denote different functions;
- red color indicates that the sentence is very dense and complex;
- purple indicates that the word is too long;
- adverbs and relaxing phrases are shown in blue;
- text can be formatted using the toolbar [4].

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USING ONLINE VIDEO IN CLASS: HOW TO USE YOUTUBE CHANNELS IN ESL CLASS

Currently, English has become an integral part of modern culture. Knowledge of only the native language has become insufficient, so the school pays more attention to the study of a foreign language. The purpose of teaching a foreign language is the formation of communicative competence, which includes both linguistic and sociocultural competencies.

As O. Barmenkova notes, despite some progress (using the Internet, various programs, etc.), one of the difficulties of teaching a foreign language is the very limited ability to communicate with native speakers and use speaking skills outside of school. Therefore, an important task of a teacher is to create real and imaginary situations of communication in a foreign language lesson using various working methods. No less important is the inclusion of students in the cultural values of a native speaker. For these purposes authentic materials – videos and various video materials are of great importance. Their use contributes to the motivation of speech activity of students [2, 7].

The introduction of video into the learning process changes the character of the traditional lesson, makes it more lively and interesting, and contributes to the expansion of the students' general outlook, enrichment of their language supply and regional knowledge. The use of video in English lessons contributes to the development of attention and memory. The information is firmly assimilated by the guys after watching the video material, and students have a personal attitude to what they see. The use of videos in English classes also contributes to the individualization of learning and the

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