АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Студентський науковий вісник

Рівне – 2020

УДК 81'243
А 43

3

Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. Рівне: РДГУ. 2020. 98 с.

Редакційна колегія:
Ніколайчук Г.І., кандидат педагогічних наук, доцент, декан факультету іноземної філології, РДГУ.
Михальчук Н.О., доктор психологічних наук, завідувач кафедри практики англійської мови, РДГУ;
Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:
Воробйова Л.М., кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:
Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 3 від 10.03.2020 р.).

Затверджено вченою радою Рівненського державного гуманітарного університету (протокол No 2 від 27.02.2020 р.).

4.   https://www.englishdom.com/blog/kak-izuchat-anglijskij-po-serialam-i-filmam/
5.   https://english-films.com/documentary/
6.   https://englishfull.ru/sobitya/televidenye.html
7.   https://www.youtube.com/user/MapleLeafHashima
8.   https://www.youtube.com/user/omigrad
9.   https://www.youtube.com/user/DreamEnglishKids
10.   https://www.edutopia.org/blog/ell-engagement-using-video-larry-ferlazzo-katie-hull-sypnieski

Науковий керівник: канд. пед. наук, доцент Воробйова І.А.

Olena Yerzhykevych

Rivne state university of the humanities
Rivne

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING WRITING

There has been a renewed focus on improving students' writing skills in the last decade. It helps them succeed inside outside the classroom, be more confident and independent. Effective writing is an important component of students' literacy and writing is a critical communication tool to convey thoughts, describe ideas and analyze information.

The topic of this article lies in the sight of writing using information and communication technologies, widely covered in the works of such scholars as D. Barad "Teaching Writing Skills and Creative Writing Through ICT" [3], M. Yunus "The Use of Information and Communication Technology in Teaching ESL Writing Skills" [15], J. Evans "The Writing Classroom" [6], F. Lam "The Computers vs. the Pen : a Comparative Study of Word Processing in a Hong Kong Secondary Classroom" [10].

The main aim of the article is to explore the different types of ICT and analyze their advantages and disadvantages in teaching writing.

The relevance of the study is due to the fact that the use of ICT in teaching writing ensures the accessibility, effectiveness of education and preparation of the younger generation for life in the information society.

The idea of using information and communication technologies to improve writing skills is not considered new, as it is already established in the scientific community, as well as in the literature, which confirms its positive effects. Nowadays, there is a need to use ICT to be a competent user of the language.

The computer greatly speeds up the editing process, allowing the learners to take a piece through far more drafts than they might otherwise. On-screen correction is so simple that people of all ages find the process relaxing, even enjoyable. Today and more than ever before, there is a tendency to practise writing using computers and a lot of people have adopted the habit of on-screen reading.

Teaching writing demands strategic planning and the full attention of the students. In this way the teachers have to implement ICT tools into their curricula and use them effectively in securing the students' motivation and positive interaction in addition to providing new ways to teach writing.

Computers are not only used as a subject by themselves, but the students and the teachers use them in various ways to assist in teaching basic literacy skills such as reading, writing, listening and speaking. Software and the Internet provide various types of programs and services designed to teach the language to learners. Online programs and websites offer the students of all levels the opportunity to join

online discussions, lively interactions and participate actively in the exchange of ideas. Using the computers can provide a new and effective learning environment designed to teach and learn a language.

ICT can be a very supportive tool for learners, both for developing skills that are important in their own right, and as a complementary resource for classroom activities. There is a range of different types of ICT that can help the students of varying levels of proficiency in English, for example:

- word processing software;
- presentation and desktop publishing software, e.g. PowerPoint, Publisher etc.;
- interactive whiteboards (IWBs);
- the Internet;
- recording technology: audio and video;
- communication, e.g. email, Wordle, blogs, eGroups, WhatsApp etc.

Nowadays, with the technological progress, there is new writing software available for teaching purposes. There are a lot of word processors which can be used at the lesson to enhance the writing habit of the students.

Microsoft Word is currently the most famous and affordable word processing packages. For those who can't afford to get this program, they may use somehow similar software like OpenOffice. Another free word processing program similar to Microsoft Word is AbiWord. It is suitable for a wide variety of word processing tasks, which allows multiple users to collaborate with one another on one document at the same time.

With the advanced options imbued in such word processors including spelling and grammar checks and thesaurus and dictionary options, the students will be motivated and develop self-awareness of their weakness in writing. For example, the students can be more aware of errors, and provide a chance for self-correction by using spell check.

The teachers can monitor in a practical way the options they want their students to use while writing a piece of composition. If the teacher thinks that grammar checker is not needed while the students are working on composition task, they can disable it easily. These word processors provide a more interactive ways of teaching writing through the ability to share texts, produce them collaboratively and engage in peer and teacher editing, according to the same study [2]. Many writing activities can also be performed by word-processors, but in a more interactive and fun way that undoubtedly motivates the students to practise writing inside and outside classrooms.

The teachers, together with the students, can use presentation or desktop publications software at the lessons, for example to prepare and deliver a group presentation on a given topic, make a poster, flyer, or magazine.

The use of *interactive whiteboards* (IWBs) for modeling and scaffolding learning will allow the students to establish links between existing concepts and knowledge and English they need to explore [4]. IWBs are the perfect solution for connecting the students to classroom lessons or keep them engaged. An interactive whiteboard provides the students with technology they know and understand. This enhances collaboration and invites interaction with the lesson. Afterwards, the students can see how the technology they use connects to the lessons they are learning at school. Moreover, these whiteboards stimulate learning and save on learning materials and inspire performance.

The development of the Internet opens up new opportunities for learning foreign languages. The Internet creates the conditions for obtaining any necessary information. The extensive capabilities of network systems allow each student to find the information quickly and stimulate their activity in its search. The Internet is a unique means of communication (e-mail or online). It helps the students to consort with native speakers, participate in projects, various competitions, text and voice chats, publish creative works of the students on educational sites, etc.

The use of Internet resources in the process of learning English accelerates the formation and development of the students' language skills, increases motivation, interest in learning English, stimulates the development of critical and creative thinking. It should also be noted that the use of network technologies gives the students access to a significant amount of information resources. The materials found online can be printed and used during the traditional lesson. The Internet can also be

used to provide a rich context to increase access to the curriculum by searching for images, diagrams, charts, videos, music, and more.

There are some innovative ways to integrate ICT tools in devising activities to enhance writing skills. The teacher should use them to continue the writing activities in the textbook. Blending ICT tools with face to face traditional teaching is for extended learning. It is used to engage students in the learning process.

Email is an electronic mail service that allows the learners to enter their messages and can be sent across the Internet and other computer networks. Nowadays, it is the most popular communication tool. It is available on most portable mobile devices, making it one of the web tools which is easy to find in classroom environments. The teachers should not only use email to promote English teaching but also help the students learn how to communicate effectively with email and thus to learn English.

For example, there is a lesson on letter writing or a task on email writing. The teachers draft an email and send "real" email to all the students. In this email, they ask the students to complete whatever task is given and the students post their answers in reply email to the teachers.

Wordle is a toy for generating "word clouds" from the text that the students provide. The clouds give greater prominence to words that appear more frequently in the source text. These word clouds are useful to summarize large documents and it helps in teaching writing skills to the students. It is web based service which requires java script installed on browser. The mobile phone browsers do not support it and hence generation of word cloud cannot happen on mobile phones. For generation of word cloud one must use laptop, later on learning activities can be carried out on any other devices in the classroom [3, 47].

Wordle helps to create word picture from small essay, short story or poem. It is fun to read the word cloud and write a paragraph on it.

Blog is a sort of dairy on the website. People use it for various purposes. It is a frequently updated personal journal chronicling links at a Web site, intended for public viewing. It is used for journal purpose writing, sharing photos, audio-visual material. Blog is one of the best tools for writing skills. All the lessons which require writing tasks can be converted into blog tasks.

Writing skill which is an important aspect of language learning refers to the process of encoding the words. Although ICT can be regarded as an important tool to enhance the teaching of writing skills, there are some disadvantages in terms of using this tool.

One of the popular tools commonly adapted in the teaching of writing skills is the use of blogs. Blogging provides a real-world digital medium for communication. It is a multi-dimensional tool that not only offers a container for writing but also has the possibility of multiple audience and access points. Using blogs at the lesson can show positive findings in terms of the students' interest in presenting ideas. Online blogs let the bloggers get feedback from more than one person, and this kind of peer feedback is more effective than traditional self-correction.

Blogs are common platforms for teenagers to express their viewpoints, and there is a sufficient evidence to support that the students having personal blogs tend to be great writers at school. In fact, by using blogs in the teaching of writing, the positive interactivity for teaching and learning of sentence grammar will be increased.

On the other hand, there are some disadvantages in terms of using ICT in the teaching of writing skills. The use of computer technology could cause the apathetic attitude among the students whereby they will not take their work seriously. Moreover, ICT tools distract the students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks. The presence of ICT tools in the classroom makes the students negatively involved during the class time and makes the class control difficult for the teachers [15, 2].

eGroups was just email list management websites. Now, it has developed into online discussion forums and provides common platform for sharing common interests. eGroups offers at least two kinds of discussion group. The users can participate in threaded conversations, either through a web interface or by e-mail.

The integration of ICT is incomplete without eGroup of the students. If the teachers ever think of integrating ICT in the classroom, they should first of all see to it that all students have their email id.

Then all email ids of the students be enlisted with the eGroup. The teachers can use either Google or Yahoo groups for various online discussions. The advantage of eGroup over email is that eGroup gives better facilities for archived emails and for threaded conversations [15, 2].

Podcast is the digital medium over which audio along with other forms of media can be shared. The podcast service provider platforms are web based as well as available in form of mobile applications. It is one of the digital platforms which can be used for dictation activities to enhance writing skills. For editing voice, audacity sound editing software can be used.

Dictation activity is useful for both listening skills as well as writing skills. The teachers can use podcast service to share the dictation with the students. In turn, the students listen to the voice and write or type and send it back to the teacher for evaluation. If some sharable platforms are used, all students can view activities of other students and also help in peer evaluation [15, 3].

WhatsApp is a multiplatform mobile phone messaging service that uses phone's Internet connection to communicate and make calls with other WhatsApp users. As it is available in various operating systems on mobile phone and supports pictures, audio and videos, it provides better opportunities in academic environment to enhance writing skills.

WhatsApp can be linking platform for all the activities carried out using ICT tools. Blog links, emails, group interactions, word clouds – everything can be shared over WhatsApp. It has been proved that more users use the Internet over mobile phones rather than personal computer (PC) or laptops, it is advisable to use mobile platform for integration of ICT in the classrooms [15, 4].

Short messaging system (SMS) is text-only messaging services. It helps in sharing text messages without Internet connectivity. All mobile phones by default provide this service. SMS is very good for writing activity if there are no smart phones or Internet connectivity. The teachers can use it for only-text based activities.

The integration of ICT makes learner feel more successful and stimulated. It increases self-confidence and self-esteem. It will help the students enhance the traditional learning practices. In the process, the new integrations will create new learning environment. The newly envisioned environment will connect the class with the outside world. The outside world is making immense use of technology in their day-to-day life, so daily social interaction requires new sets of skills.

In general, there are many advantages and disadvantages regarding to the use of ICT in the teaching writing at schools. ICT tools can be useful and effective in conducting writing activities, because the conventional methods of teaching writing make the students bored during the lessons. Moreover, ICT is a new creative teaching method which can intensify learning among students. The use of ICT can motivate the students to be creative and learn in an enjoyable environment. The students can use the Internet to find information they may need for writing.

The integration of ICT in the teaching of writing encourages learners' independence and self-discovery skills like searching for educational related materials online. The students could take responsibility for finding answers to suit their own learning needs.

For the disadvantages, there are the problems on class control, distraction and the improper use of short forms as in SMS. Three main disadvantages could be overcome without many problems. With stricter ground rules before bringing the students to the computer laboratories, the teachers would not face so many problems with class control.

To sum up, the use of ICT in the process of teaching English is an auxiliary tool for the students' educational and cognitive activity. It is a means of enhancing the students' motivation and desire to learn English, an effective way of assessing and controlling learners' knowledge, skills and competences.

In addition to this, the implementation of computer technology in the teaching of English allows the teachers to move away from traditional forms of teaching and increase the individualization of the students' learning activities, optimize the acquisition of language structures and grammatical rules in teaching English.

In our further researches, there will be proposed the different types of ICT activities to develop the students' writing skills.

REFERENCES

1. Anderson R. Stories about Struggling Readers and Technology. *The Reading Teacher*. 2009. № 62. P. 540-542.

2. Arbaoui L. How ICT Tools are to Enhance Teaching Writing? URL: https://www.moroccoworldnews.com/2014/04/129455/how-ict-tools-are-to-enhance-teaching-writing-part-1/

3. Barad D. Teaching Writing Skills and Creative Writing Through ICT. *Training Package on Integrating ICT in ELT at Secondary Level*. 2016. P. 48-67.

4. Bell F. Great Idea: Using ICT. URL: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-using-ict

5. Boudjadar T. ICT in the Writing Classroom: The Pros and the Cons. *International Journal of Applied Linguistics & English Literature*. 2015. № 1. P. 8-13.

6. Evans J. The Writing Classroom. London : David Fulton Publishers, 2001. 123 p.

7. Gonzalez E. Language Teaching Methodology: Classroom Research and Research Methods. *Centre For English Language Studies*. 2010. P. 4-26.

8. Hedge T. Writing. – Oxford : Oxford University Press, 2005. 163 p.

9. Holder C. New Media and New Literacies: Perspective on Change. *Educational Review*. 2006. № 41. P. 76-77.

10. Lam F. The Computers vs. the Pen: a Comparative Study of Word Processing in a Hong Kong Secondary Classroom. *Computer-Assisted Language Learning*. 2015. № 8. P. 75-92.

11. Macarthur C., Graham S., Fitzgerald J. Handbook of Writing Research. New York : Guilford Press, 2006. 234 p.

12. Pincas A. Teaching English Writing. London : Macmillian, 1992. 178 p.

13. Scrivener J. Learning Teaching: The Essential Guide to English Language Teaching. Oxford : MacMillan, 2011. 418 p.

14. Tribble C. Writing. New York : Oxford University Press. 1996. P. 18.

15. Yunus M., Salehi H. The Use of Information and Communication Technology in Teaching ESL Writing Skills. *English Language Teaching*. 2013. №7. P. 1-8.

Науковий керівник: канд. пед. наук, доцент Богачик М.С.

Мазурок О.І.

Рівненський державний гуманітарний університет
Рівне

КОРЕКЦІЯ ПОМИЛОК У ПРОЦЕСІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

Не існує людини, яка змогла б вивчити іноземну мову, не допускаючи помилок під час оволодіння нею. Ось чому ця галузь дослідження заслуговує на велику увагу мовознавців. Вчителі є важливою частиною цього навчального процесу, оскільки вони, як правило, є тими, хто допомагає учням виправити свої помилки та уникнути їх у майбутньому. Однак з часом учні також стають активними учасниками власного навчального процесу.

Метою даної статті є опис різних типів помилок та визначення найбільш ефективних підходів до їхньої корекції.

Для багатьох непрофесіоналів видається, що виправлення помилок – це проста процедура, яку не потрібно досліджувати, однак таке твердження є далеким від істини. Корекція помилок – це складна процедура, яку потрібно детально вивчити. Для ефективного навчання, необхідно, щоб вчителі були добре обізнані в тому, як учні сприймають виправлення помилок.

ЗМІСТ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання *Воробйова І.А.*

Комп'ютерна верстка *Воробйова І.А.*