

(Shelia Tucker, 2001). According to Fitzpatrick, distance education devotees "view traditional classes as being unchangeable, inflexible, teacher-centered, and static" (Fitzpatrick 2001). But is it necessary to clearly oppose these two types of education? Or may it be better to apply the elements of distance learning to traditional full-time courses?

Here it is necessary to mention two distance education delivery system categories – *synchronous* and *asynchronous*. Synchronous instruction requires the simultaneous participation of all students and instructors. The advantage of synchronous instruction is that interaction is done in "real-time" and has immediacy. Examples include interactive telecourses, teleconferencing and web conferencing, and Internet chats.

Asynchronous instruction does not require the simultaneous participation of all students and instructors. Students do not need to be gathered together in the same location at the same time. Rather, students may choose their own instructional time frame and interact with the learning materials and instructor according to their schedules. Asynchronous instruction is more flexible than synchronous instruction but experience shows that time limits are necessary to main focus and participation. The self-paced format accommodates multiple learning levels and schedules. Examples of asynchronous delivery include e-mail, listservs, audiocassette courses, videotaped courses, correspondence courses, and WWW-based courses.

Synchronous on-line instruction is not as important for full-time students as for distance students because these on-line activities substitute traditional face-to-face training. The most useful simultaneous activity is testing in 'real and limited time'. But asynchronous activities such as individual and haphazard tasks, comprehension and vocabulary tasks, work with audio and video materials, on-line grammar training, writing essays, etc. are of great importance. All these distance activities can be easily controlled by the teacher and at the same time save time in class. The shortage of class-hours in non-language higher educational establishments makes the use of them desirable.

There is one more problem that could be solved with the help of distance learning elements. The problem is connected with working students. In Ukrainian realities a lot of full-time students both work and study and as a result miss classes and don't do assignments in time. For them possibility of on-line communication with their teacher is of special importance.

So, the use of elements of distance learning can improve, facilitate and diversify language training being at the same time interesting and convenient form of work both for the teacher and students.

#### References

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### TEACHING RESOURCES OF INTERNET

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Teachers are not the only source of language information in these days of global interconnectedness, the language teachers should understand that students need to develop strategies to respond and adapt to changes rather than approaching the task of language learning in a uniform way. The researchers define the roles of the teachers in classroom as circulating, modeling, monitoring, clarifying, guiding, motivating, facilitating, assessing, moderating, observing, redirecting, encouraging and suggesting. The teacher should play the role of facilitator rather than being the source of all knowledge. The image of the modern teacher is like a "mediator" between the computer and students throughout the learning process, serving the role of keeping things running smoothly.

Nowadays Internet serves as a fountain of teaching and learning resources for teachers and students.

When we refer to web teaching resources we are talking about the different kinds of materials and tools that we can find on the Internet, with the purpose of improving the quality and efficiency of learning in activities which make use of those resources. The type of web resources to be used will depend on the kind of activity to be developed. By searching the Internet, we can find not only text documents, but also images, videos, audio files, presentations, conceptual maps or documents with a diverse kind of interactivity and graphic or multimedia combinations.

Web materials can be categorized for educative use according to their types: 1) teaching materials (created with a curricular didactic aim, include different kinds of documents and activities: practice exercises (grammar, vocabulary, skills), tutorials, simulations, games, etc.); 2) authentic materials (their communicative or social function is authentic; they haven't been modified or adapted for teaching purposes, they can be used as a resource in discovery based learning activities and web tasks for language learning); 3) reference materials (dictionaries, encyclopedias, manuals, concordancers online).

The Web is full of authentic, reference and didactic materials useful for language learning. It also provides excellent tools for the interaction with those materials, processing information (input) and student production (output) and for linguistic contents and skills work, either integrated or specific. Examples of activities using the Internet are the following: lexical quizzes, games and other vocabulary learning specific activities (for example, lexical maps, concordancers use, class dictionary building); grammar tutorials, exercises, simulations and games; listening and pronunciation virtual lab activities; reading and writing webtasks (treasure hunts, webquests); multimedia webtasks (scrapbooking, samplers, podcasting, tasks with authentic multimedia materials from social sites); computer mediated

communication activities (email exchange, collaboration projects); use of blogs and wikis for individual or group language learning e-portfolios.

Language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from university, work, or home. This communication can be asynchronous (not simultaneous) or synchronous in "real time". It also allows not only one-to-one communication, but also one-to-many, allowing a teacher or student to share a message with a small group, the whole class, a partner class, or an international discussion list of hundreds or thousands of people. Using the World Wide Web, students can search through millions of files around the world within minutes to locate and access authentic materials (e.g., newspapers and magazine articles, radio broadcasts, short videos, movie reviews, book excerpts) exactly tailored to their own personal interests. They can also use the Web to publish their texts or multimedia materials to share with partner classes or with the general public.

In conclusion, we should sum up that the computer can serve a variety of uses for language teaching. It can be a tutor which offers language drills or skill practice; a stimulus for discussion and interaction; or a tool for writing and research. With the advent of the Internet, it can also be a medium of global communication and a source of limitless authentic materials. A more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Skills are easily integrated, since the variety of media makes it natural to combine reading, writing, speaking and listening in a single activity.

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## SOME OF THE INNOVATIVE STRATEGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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The development of technology and the boom of digital revolution have transformed learning standards and have given teachers new opportunities for efficient instruction in the classroom.

To cope with the changing circumstances and meet the demands of the 21<sup>st</sup> century, students need to know how to use their knowledge and skills by thinking critically, adapting to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, and making decisions. [2]

That has inspired educationalists to look for new, innovative, more effective techniques of classroom teaching.

One of the most successful instruction approaches is the use of multimedia in the learning process. Compared to the traditional teaching methods in which students are usually passively spoon fed with large amount of grammatical rules and vocabulary, multimedia has shown its superiority. Students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely. Learners' language acquisition can be improved by means of using the computer's integration of text, sound, graphics and image to present the learning content. The Internet offers a lot of opportunities for students to interact with native speakers in a convenient way and provides access to the most updated information throughout the world. Also, teachers can present video and audio materials separately or simultaneously to the students according to the teacher's objectives. In this case, not only could the multimedia make the students get more interested in English learning, but also more progress could be made than in the traditional classroom.

Another important strategy which can be applied to facilitate in pursuit of modern educational requirements is problem-based learning.

Problem-based learning is the method of teaching in which the teacher acts as a facilitator of activities that students perform themselves. This is student-centered, active learning approach focused on questioning, critical thinking, and problem solving. The students are not simply presented with facts; instead, they get the necessary information by investigating solutions, discussing discoveries and experiences, and reflecting on new-found knowledge.

The key notion of the problem-based learning is the "problematic situation" provided by the instructor. The "problematic situation" should be chosen according to students' abilities, learning stage, peculiarities of the material and must include a theoretical or practical challenge that causes students for the inquiry, analysis, discussion and reasoning.

The method of problem-based learning offers a wide range of activities, including pair and group discussion, brainstorming, project work, debates, research and analysis, critical evaluation.

In fact, problem-based learning has much to offer in teaching English for specific purposes. Providing natural, involving, meaning-focused classroom interaction, this teaching approach helps to develop specific vocabulary base and also form communicative skills that will enable students to interact in a business environment or pursue further training.