

¹ arinasoldatova@yandex.ru

² tvkuprina@mail.ru

Abstract. The article is dedicated to the process of teaching the English language by means of digital technologies in pandemic conditions. The peculiarities of information perception are determined. Additionally, we have revealed the possible challenges the teacher of English can encounter working “online”. Relying on the “clip intelligence” of students the educational Internet-platforms “Lingua Leo” and “Duolingo” as the aids in English distant class are studied. The overview of the following educational platforms determines them as effective tools in English teaching which maintain students’ motivation and involvement.

Key words: distant learning, English, digital technologies, Internet-platform, lockdown, Lingua Leo, Duolingo.

The appliance of digital technologies in case of mastering foreign languages has become an integrate part of an educational process. Internet-technologies initially fulfilled the role of an inexhaustible source of resources for the access of students to e-learning materials, but due to the worldwide spread of COVID-19 digital technologies are now considered to be a direct way of learning a language. At the moment the system of online education in the sphere of foreign languages is a diverse spectrum of services for virtual learning, educational apps and platforms, programs for organization of group and individual video-conferences and much more.

During the lockdown the majority of teachers in educational institutions faced the problem of shifting away from traditional methods and forms of training in favor of distant learning. These compulsory measures required from teachers the realization of an equivalent to a full-time educational process but only with an excessive use of digital resources. This term accounts for the informational sources that contain various types of information aiming at the achievement of educational goals [1, c.221].

Consequently, the relevance of the research is caused by the urgency of application of digital technologies as the only valuable tool for foreign language

learning which is capable of the communicative skills development in the period of the pandemic. The objective of the research is to study the modern digital technologies in distant English classes during the lockdown.

In the situation of the pandemic, when the process of teaching English conducts in an artificial language environment of an “online” mode, the teachers have to consider possible challenges bound with an unaccustomed learning regime for students, their poor motivation, with the problem of a language barrier, maintenance of interest for the subject and lack of practice [2, c.178]. These obstacles often appear due to the learners’ changes in perception of information, as “digital generation” is peculiar with its “clip intelligence” and outstanding aptitude for getting a material visually as educational and informational clips and fragments. The scholars L.B. Aksenov and N.V. Azarenok distinguish the list of specific traits of information perception that inherent in representatives of Generation Z:

- visual and representational forms of work with information;
- high speed of information processing and reactions;
- focus on dealing with already fragmented pieces of information;
- ability to process heterogeneous information but having low rates of generalization, comprehension and analysis of a new material [3, c.111], [4, c.320].

In connection with peculiar properties of distant learning organization and students’ ability to perceive information visually, an English teacher should make a conscious choice of Internet-resources as so to encourage students to study English, to improve their academic performance and to motivate to study not only in online classes but also on their own. Thus, we are to make a thorough overview of two the most entertaining and educational, in our opinion, Internet-platforms “Lingua Leo” and “Duolingo” on the possibility to apply them as effective services in English classes during the pandemic.

Educational service “Lingua Leo” is an educational web-portal for foreign language studying in a game form. The platform contains an abundance of authentic materials that are presented in videoclips, films, pictures and various texts. The

program automatically sorts out the materials for studying basing on the interests and preferences of the user [5]. There are four main sections in the program, they are “Home”, “The Jungle”, “Dictionary” and “Exercises”.

The “Home” section is a daily planner in mastering English. It is possible to exert control over the educational process, to see the achievements in the development of speaking, reading, writing and listening skills. The service supplies the user with a visual progress rate while working with grammar and vocabulary.

“The Jungle” is a treasure-box with diverse foreign materials where the student can search for necessary and entertaining lectures, video-lessons, music clips, popular shows, and also songs, podcasts and articles. The advantage here is the option to use embedded subtitles in videos and additional typescripts to audio recordings that improves the perception of the material and gives a chance to get an instant translation of unfamiliar words and to add them in the “Dictionary” for further drill.

The “Dictionary” in “Lingua Leo” is a great opportunity to create a personal collection of lexical units where it is possible to add your own words and expressions as well as phrases from “Lingua Leo” materials. The student is offered to listen to the pronunciation of each word, to memorize its spelling and get acquainted with variants of its meanings. In order to generate associations, the user can choose a photo or an image for words making the dictionary illustrative and interactive.

The section “Exercises” is intended to drill the covered material by means of different lexical and grammar tasks. The mode “I am a Teacher” lets the teacher give the students exercises and supervise their performance in a distant regime. Moreover, the program suggests full sets of thematic exercises and the system of recommendations selects an individual strategy basing on the test results and weak points of students.

It is vital for the teacher of English to stir up students’ enthusiasm for the subject making use of various educational tools. It is possible to reinforce the effectiveness of “Lingua Leo” combining lessons with one more service “Duolingo”.

Alike the previously described platform “Duolingo” is a gamification of an educational process where students can follow their progress in English learning.

Mastering a language goes through the accomplishment of modules in the program with their gradual complication. The module in this platform is a lexical or grammatical topic that a student has to cover and to achieve a new level. One lesson in “Duolingo” is built up from various exercises such as translation of sentences, listening tasks, drilling exercises aimed to improve phonetical aspect with the repeating of phrases into the microphone and also visual and interactive explanations of grammar rules with examples of usage of some particular constructions. An excellent bonus for users is an access to foreign podcasts, audiobooks for the development of detailed listening skills and the comprehension of English speech [6]. The absence of the teacher’s mode in the platform is worth noting and thus it makes “Duolingo” to a greater extent an instrument for self-education. The teacher can monitor and control the students’ progress asking them to send a photo-report with fulfilled tasks or to conduct a test on covered topics.

Drawing on the characteristics of both educational platforms, it is possible to determine the list of generalities:

- the services “Lingua Leo” and “Duolingo” are the ways of learning English in a game form with presence of a competitive aspect that positively influences the students’ motivation;
- the apps take into consideration the peculiarities of “clip intelligence” of the current generation presenting visual and interactive information;
- for convenience both platforms are available for PC and smartphone versions;
- the system of push-notifications reminds the users to have a lesson;
- the programs let the teacher exert control of the covered material as a part of the curriculum.

Therefore, in the period of the pandemic the educational system collided the pivotal “reconstruction” of an accustomed working mode and the process of teaching and learning English is not an exception. In the research educational digital platforms “Lingua Leo” and “Duolingo” are defined to be effective in English classes. This conclusion is made on the basis of organization of a distant learning regime during the lockdown and students’ peculiar features of information perception. Being a visual and

interactive instrument for foreign languages learning, these programs correspond to the teacher's demands in the development of students' language communicative skills and maintain their involvement and motivation in learning English in an entertaining way.

References

1. Азаренок Н. В. Клиповое сознание и его влияние на психологию человека в современном мире / Н.В. Азаренок // Психология человека в современном мире. Т.5. Личность и группа в условиях социальных изменений / отв. ред. А.Л. Журавлев. – М.: 2009. – С. 110–112.

2. Аксенов Л. Б. Влияние клипового мышления на образовательный процесс в вузе / Л.Б. Аксенов // Актуальные проблемы гуманитарных и естественных наук. – 2014. – №10. – С. 320-323.

3. Мартыщенко Д. О. Современные компьютерные технологии в изучении английского языка / Д. О. Мартыщенко // Молодой исследователь Дона. 2019. №6 (21). [Электронный ресурс]. – URL: <https://cyberleninka.ru/article/n/sovremennye-kompyuternye-tehnologii-v-izuchenii-angliyskogo-yazyka> (дата обращения: 24.01.2022).

4. Ниязова А. Е., Муса, Д. Т. К вопросу о применении информационно-коммуникационных образовательных технологий на уроках английского языка / А. Е. Ниязова, Д. Т. Муса // Язык и культура.2016. №3(35). С.176–189. [Электронный ресурс]. – URL: <https://cyberleninka.ru/article/n/k-voprosu-o-primenenii-informatsionno-kommunikatsionnyh-obrazovatelnyh-tehnologiy-na-urokah-angliyskogo-yazyka> (дата обращения: 23.01.2022).

5. Савелова Е. В. Цифровые образовательные ресурсы в школе: методика использования / Е. В. Савелова // Обществознание: сб. учеб.-метод. материалов для пед. вузов. – М.: Университетская книга, 2008. – С. 220–224.

6. Fluent in 3 Months: [сайт]. – Duolingo Review: The Quick, Easy and Free Way to Learn A Language. [Электронный ресурс]. – URL: <http://www.fluentin3months.com/duolingo/> (дата обращения: 25.01.2022).

Информация об авторах

Солдатова Арина Дмитриевна - магистрант кафедры иностранных языков и перевода Уральского федерального университета имени первого Президента России Б. Н. Ельцина (Екатеринбург, Россия). E-mail: arinasoldatova@yandex.ru, <https://orcid.org/0000-0003-4659-7271>

Куприна Тамара Владимировна – доцент кафедры иностранных языков и перевода Уральского федерального университета имени первого Президента России Б. Н. Ельцина (Екатеринбург, Россия). иностранных языков и перевода Уральского федерального университета имени первого Президента России Б. Н. Ельцина (Екатеринбург, Россия). E-mail: tvkuprina@mail.ru, <https://orcid.org/0000-0002-8184-2490>

