1) For explaining the grammatical material he can use multi-colored pencils to single out the essentials or to draw students’ attention to the usage of the necessary form of the main verb or the position of the auxiliary word in the sentence.

2) He can save the chain of thoughts on the board and get back to them if necessary at any stage of the lesson.

3) “Drag’n’drop” function enables the teacher to move pictures or words while doing the tasks of the type: “divide words into columns”, “arrange the words”, and match the expressions/synonyms/antonyms”. In contrast with PowerPoint presentation, where all objects are arranged at the very beginning and can not be further changed.

4) All the work with the interactive board at the lesson can be saved and there is no need for the teacher to write and create everything again.

In conclusion one should mention that teachers all over the world have already realized that the usage of multimedia interactive technologies enriches the lesson, fastens its speed and rises the students’ interest to studying of the foreign languages.

References

DISTANCE LEARNING IN TEACHING FOREIGN LANGUAGES

Oksana Khodakovska (Kharkiv, Ukraine)

The consequence of global information in XXI century is a significant development of information technology. Formation of new information technologies influences education. A number of educational programs aimed at developing skills in a certain field of science or technology has recently developed. The most widely spread are computer training courses. Modern Internet technologies created proper conditions for distance learning. The advantage of this type of training is that students can work and consult with a tutor at the library, at home, etc. One can attend free on-line workshops devoted to some specific disciplines. This type of communication is a key factor in distance learning. It promotes better perception of material and direct (on-line) access to educational data that are offered in the form of texts, graphics, videos, tests, etc. The concept of “distance learning” is based on three components: an open study principle, both computer studies and interviews with teachers, and students using modern telecommunications. Prerequisites for distance learning are an extensive system of training centers whether directly in the country or abroad.

Distance course includes the following components:
1. Introductory information (information about data, their goals and objectives).
2. Previous data which allow student assess their knowledge in the context of the course curriculum properly.
3. Recommendations for training material and courses.
4. A theoretical part in the form of modules.
5. Practical work with tests (assessment).
6. The list of questions that occur frequently and answers.
8. A list of links to other sites on the Internet for obtaining advanced material.

The prominent feature of distance form is the flexibility and diversity of educational information set in modules, rather high level of knowledge and skills control, a new role of the teacher, the use of information technology, etc.
Today, two types of distance learning courses are distinguished. The first type includes free courses contained on a website that are designed for self-study of students. The number of such courses is growing, but their main drawback is that they do not provide a certificate proving quality of knowledge. The second type is provided for a group of learners. It involves interaction between students and teachers, such courses are paid, but the advantage is that they provide a certificate included in the system of Bachelor, Specialist or Master Degree.

One should keep in mind that distance learning, as well as any other kind of educational activity cannot be separated from the general education system. The education system of each discipline contains a basic course, specialized training and further educational facilities. As for distance learning of a foreign language, one should focus primarily on the purpose of learning. Under the guidance of a leading role of active approach of foreign language learning, such training must be provided to each student. It allows to devote plenty of time to perform all tasks as needed including individual student rate, the level of awareness of the topic, master necessary skills and abilities.

Distance learning has one major drawback. This is a significant limitation of oral practice. Performing oral exercises and direct communication remain beyond the capacity of modern information technology. To solve this problem videoconferencing may be provided, but mass use of these technologies can be expensive. So it should be a combination of full-time and distance learning. For instance, formation of reading and writing skills can be covered by a distance form, while speaking should be taught in the classroom.

The use of a worldwide network provides access to educational information, but there is a danger of excessive or redundant information provided by numerous Internet resources. To prevent this, it is necessary to develop a clear conceptual approach to foreign language teaching; select adequate teaching methods, educational technologies, a system of exercises, activities to the peculiar subject; carefully prepare students for such activity. The second problem with the Internet is that the capture of information technology leads to the fact that the student forgets about the purpose of education. To avoid this problem, you should involve information resources worldwide network only on the basis of practice priorities.

**USING WEBQUESTS FOR LEARNING ENGLISH**

*Lyudmila Kovalyova (Melitopol, Ukraine)*

What is a WebQuest? A WebQuest is an inquiry-oriented online tool for learning, says workshop expert Bernie Dodge. This means it is a classroom-based lesson in which most or all of the information that students explore and evaluate comes from the World Wide Web. Beyond that, WebQuests:

- can be as short as a single class period or as long as a month-long unit;
- usually (though not always) involve group work, with division of labor among students who take on specific roles or perspectives;
- are built around resources that are preselected by the teacher. Students spend their time using information, not looking for it.

Using WebQuests in our classrooms can help build a solid foundation that prepares tomorrow’s workers and citizens for the future. Dr. Bernie Dodge, professor of educational technology at San Diego State University, developed and named the concept while teaching a class for preservice teachers in the spring of 1995. He wanted to give his student teachers a format for online lessons that would make the best use of student time while fostering higher-level thinking skills.

A WebQuest has 6 essential parts: introduction, task, process, resources, evaluation, and conclusion. The original paper on WebQuest had a component called guidance instead of evaluation.

The introduction section provides background information and motivational scenarios like giving students roles to play: “You are an underwater research scientist,” or “You are an astronaut planning a trip to the moon.” It also provides an overview of the learning goals to students.
XX TESOL-Ukraine International Conference

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The publication is aimed at EFL professionals, researchers, students, post-graduate students and at all those interested in the theoretical and practical aspects of teaching and studying English worldwide.

It is recommended by the Executive committee of TESOL-Ukraine and the Organizing Committee of the XX TESOL-Ukraine International Conference.