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USE OF DIGITAL TOOLS IN ENGLISH TEACHING

Summary. The article presents the comprehensive analyzes of digital technologies and online tools that can be used to train all four language skills. Moreover, a survey of about 200 students of educational level “bachelor” and “master” of the Faculty of Physics and Mathematics and the E.O. Paton Institute of Materials Science and Welding was carried out to get data about students’ level of English language and level of their language skills. An analysis of their answers regarding the level of mastery of language skills and the subject of tasks for the development of each type of language skills are also shown in the questionnaire results. The topics of tasks for training each type of language skills were divided into three categories – general English, general technical and specialized texts. The survey drew attention to the course in which the student is studying. The first courses of bachelor’s degree are more characterized by the choice of general English topics for training language skills in a foreign language, and the master’s degree students for each type of language activity in most cases chose highly specialized texts and information, due to the level of professional knowledge and terminology in native and foreign languages). After analyzing the results, it became possible to treat and select the most convenient and useful online tools for developing tasks for training reading, listening, speaking and writing skills. An overview of free versions of platforms that can be used in the process of teaching a foreign language, namely Google Classroom and Google Forms, Wizer me, Nearpod.com, Classtime.com has been done. All types of free tasks that can be created on the basis of these platforms are considered, the available types of tasks for each type of language activity are listed. In addition, examples of the use of digital tools such as Kahoot.com, Quizlet.com and Wordwall.com are provided, as well as cases and conditions of their appropriate use.

Key words: language skills, reading, speaking, listening, writing, general technical language, professionally-oriented text

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ЗАСТОСУВАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ

Анотація. У статті здійснено аналіз цифрових технологій та онлайн-інструментів, котрі можуть бути використаними для тренування всіх чотирьох видів мовленнєвої діяльності. Крім того, проведено анкетування близько 200 студентів освітнього рівня «бакалавр» та «магістр»

фізико-математичного факультету та інституту матеріалознавства та зварювання ім. Є.О. Патона. Проведено аналіз їх відповідей стосовно рівня володіння навичками мовленнєвої діяльності та тематики завдань для розвитку кожного окремого виду мовленнєвої діяльності. Тематика завдань для тренування кожного окремого виду мовленнєвої діяльності була розділена на три категорії – загальнонавчальна, загальнотехнічна та вузькоспеціалізована. В опитуванні зверталась увага на курс, на якому навчається студент (початковим курсам освітнього рівня «бакалавр» більш притаманний вибір загальнонавчальної тематики для тренування мовленнєвих навичок з іноземної мови, а студенти освітнього рівня «магістр» для кожного з видів мовленнєвої діяльності здебільшого вибирали вузькоспеціалізовані тексти та інформацію, що зумовлено безумовно рівнем знань професійної лексики та термінології рідною та іноземною мовами). Завдяки отриманим результатам стало можливим проаналізувати та підібрати найбільш зручні та корисні онлайн-інструменти для розробки завдань для тренування читання, аудіювання, говоріння та письма. Зроблено огляд безплатних версій платформ, котрі можуть бути використані в процесі викладання іноземної мови, а саме: *Google Classroom* та *Google Forms*, *Wizer me*, *Nearpod.com*, *Classtime.com*. Розглянуто всі види безплатних завдань, котрі можуть бути створені на базі цих платформ, перераховані наявні види завдань для кожного окремого виду мовленнєвої діяльності. Крім того, подані приклади використання таких цифрових інструментів, як *Kahoot.com*, *Quizlet.com* та *Wordwall.com*, та описані випадки та умови доречного їх використання.

Ключові слова: види мовленнєвої діяльності, читання, говоріння, аудіювання, письмо, загальнотехнічна мова, професійно орієнтований текст.

Introduction: Foreign language becomes an integral part of any educational curriculum, vacancy requirements, business, scientific and research activity. With the development of international activity of Ukraine, demand for highly qualified specialists with foreign language knowledge critically increases. Even domestic enterprises, companies, plants and businesses need specialists with knowledge of foreign language because most of the equipment documentations, manuals and instructions in most cases are in English, German, French and some other foreign languages.

There are some schools with deep teaching of French or German languages in Ukraine, but most secondary schools are teaching English language. In Universities and High Schools English language is also the main one, but students have an opportunity to continue studying foreign language which he was learning at school. Foreign language is present in all educational and business processes.

English teaching comprises training of four basic language skills (reading, speaking, listening and writing). Teaching of foreign language in higher educational institutions should pay more attention on ESP (English for specific purposes). The terminology of specialty in English is essential for competitiveness of graduates. During studying at the university students need knowledge of English language due to the admittance to latest information and achievements in any spheres of activities in English.

Nowadays there are a lot of different digital tools which simplify the English language teaching and learning. Students can find additional videos on Youtube on almost all grammar topics for graphical perception of information the cards or slides on Internet can also be used. Teachers are able to apply these sources as additional tools in grammar explanation and teaching.

There are various on-line platforms which can be used for almost all subjects. The most widely used are Google Forms and Kahoot, but Wizer.com, Nearpod.com, Quizlet.com, Wordwall.com, Classtime.com etc. are also useful and in demand. Most of these platforms join teachers on subject and share their developed tasks and exercises, hence teacher can find already made tasks for his or her lesson, plan and grammar or vocabulary topic.

These platforms can be used for training each language skill singly or jointly. There are different kinds of exercises based on the training different types of skills. The language teaching at the universities or high schools is concentrated on ESP and vocabulary contained in the course has its peculiarities and at a later date must form student's professional slang and lexicology.

Literature review. There are a lot of scientists, methodologists and practitioners, who have already studied the field of digital, distance and on-line education. Teacher is still the key figure in the educational process, it is noticed by G. Padmavathi "Due to globalization the world is changing rapidly, hence a teacher has to improve and update knowledge of innovative techniques to meet

the demand of changing era. English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country” (Padmavathi, 2013, p. 116). Hence, teachers of English language (as well as a teacher of any other subject) must know, study and practice the use of digital tools. Modern lessons should be “digital” in some extent, innovative digital technologies make every lesson more useful, productive, effective. This point is clarified by J. Mangayarkarasi: “The teacher must be effectively trained to use the technology for lesson planning and student instruction. The use of technology bridges the gap between the teaching styles and the learning styles” (Mangayarkarasi, 2011, p. 418).

The important features of digital language are mentioned by Bolanle Akeredolu-Ale, Bosede Sotiloye, Helen Bodunde and Remi Aduradola. They pay attention on the change of the language itself in the digital media. “An objective assessment of the impact of technological innovations is its consistent experiences of change in the manner of communication in education, work, business and entertainment coupled with the growth of the English Language” (Akeredolu-Ale, 2017).

The digital or online teaching requires special teachers’ soft skills. Besides technical and teaching skills, soft skills must be developed simultaneously. This aspect of online teaching is considered by J. Mangayarkarasi. “..., beyond what they usually learn in terms of grammar, spelling, four language skills, they are now required to acquire and use soft skills. In this context, teachers have to cope with the change in the perception of the learners and to take a closer look at the new roles of teachers in the light of the enormous importance being given to the use of technology in imparting the English Language” (Mangayarkarasi, 2011, p. 417).

The precise responsibilities of digital age language teachers are referred in the work of G. Padmavathi as “four important responsibilities: 1. To know the availability of the online resources and to make language learning effective. 2. Context based selections of the resources according to students group and develops suitable activities that will create opportunities for enhancing both language and digital skills. 3. Need to teach the skills necessary to function in the digital age, including reading and writing digital text and communicating and publishing online. 4. Digital literacy skills are done seamlessly and in an integrated manner so that the language course is a coherent whole rather than a collection of loose components” (Padmavathi, 2013, p. 117). Each responsibility is important for a successful teaching especially in digital world. Teacher must combine all these responsibilities effectively to get the positive results of his/her and students’ work.

The difference and variety of digital tools are clarified in *The Digitals Classroom* “Whether you use an e-workbook or a virtual learning environment (VLE) such as Moodle to deliver a whole course online, or to help learners access resources in your lessons or for homework, it is essential to understand the tools available to you, how they help you deliver learning and, most importantly, which digital tools best suit your learners’ needs” and by Elena Malyuga, Evgeniya V. Ponomarenko “At present many students prefer electronic resources to traditional information sources as they consider Internet search to be an easier way to master a language” (Malyuga, 1). And teachers must use this students’ peculiarity, direct it into the correct way or source.

Distance learning is described by many scientists as an independent way of subject teaching. “In the area of foreign language teaching a lot has been done to cover a variety of world languages, but there are constant attempts for new solutions, taking into consideration specific needs of language learners” (Trajanovic, 2010, p. 441). Nowadays distance learning becomes crucial and is highlighted in many current works.

Vorobel and Kim outlined “... considerable number of research studies found that it is possible to get the same or even better” result using the online teaching. One more important aspect about distance learning was mentioned there “Compared to traditional, face-to-face classes, DE offers flexibility of time, place, space, and pace” (Vorobel and Kim, 2012, p. 548).

The purpose of the article. The aim of the article is to analyse the modern available digital tools for online English teaching, to compare their resources and means suitable for use in training different language skills. Furthermore, there is an analysis and research of students’ needs in accordance with their level of English language and their abilities.

There are four main language skills which must be taught and trained on the lessons of English language. They are reading, speaking, writing, listening.

Questionnaire results. The questionnaire on language skills was carried out between students of Bachelor and Master degrees at the E.O. Paton Institute of Materials Science and Welding

and Faculty of Physics and Mathematics Of National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. One hundred ninety-eight students of different courses of studying took part in the questionnaire.

There are 57 (28,8%) 1 course students, 46 (23,2%) 2 course students, 55 (27,8%) 3 course students, 18 (9,1%) 4 course students, and 22 (11,1%) 5 course students of the E.O. Paton Institute of Materials Science and Welding and Faculty of Physics and Mathematics.

To the question “Do you think that you have sufficient speech skills (speaking, listening, writing, reading)” 38,9% of students gave the answer “not sure”, 32,3% – positive answer, and 24,2% – negative answer, and 4,5% (9 students) answered “don’t know”. Considering the question, 77 «not sure» answers were given mostly by junior students.

The question “Which of the language skills is best developed?” has 4 alternatives – language skills, correspondingly. And the most part of the students of different courses chose the variant “reading” – 65,3% (165 students), “listening” – 14,1% (28 students), “writing” – 8,1% (16 students), and “speaking” – 12,1% (24 students). There are some difficulties in language skills for students of technical specialties and the simplest way of information exchange by English language is reading. Moreover, Google translator and other online translation programs simplify this task for students.

On the contrary, “Which of the language skills is the worst developed?” shows 45,2% (89 students) for speaking, 29,4% (58 students) for listening, 22,8% (45 students) for writing and 2,5% (5 students) for reading. This question and students replies confirm the data from the previous question. According to these results, the mostly developed language skill is reading and worthy developed is speaking, teachers should take into account this information preparing the tasks and exercises for language skills training.

There were four alternatives (speaking; listening; reading; writing) in the question “Which type of language skill, in your opinion, should be practiced the most during a foreign language lesson?” Almost eighty percent (79,8%, 158 students) replied “speaking” as the main language skill to train on the lesson, 9,6% (19 students) – listening, 5,6% (11 students) – reading, 5,1% (10 students) – writing. It is a positive aspect that students consider the “weak” language skill to be taught most extensively.

The following questions identify the topic (general, technical and specialty-related) of the tasks for training four language skills. In the questions “What do you think should be the topic of listening tasks?” and “What do you think should be the topic of speaking tasks?” the results are almost the same. In both variants most students chose the general topics for listening (75,8%, i.e. 150 students) and for speaking (82,8%, i.e. 164 students), technical topic is on the second place – for listening (16,7%, i.e. 33 students) and for speaking (14,1%, i.e. 28 students). Specialty-related topics for listening were chosen only by 7,6% (15 students) and for speaking – 3% (6 students).

The next question about topics of the reading tasks reveals following replies: almost half of the students (49,2%, 97 students) is sure that reading tasks should contain general English vocabulary, and topics; 42,6% (84 students) identify technical topic in practice of reading skills as the main and 8,1% (16 students) thinks that specialty-related texts are more useful for reading skills training. Worth mentioning the fact that among the 49,2% of students who chose the general English topics for reading are almost 80% students of the 1 course (83 students) and specialty-related texts were chosen merely by students of the fifth course.

“What do you think should be the topic of writing tasks?” is the question with the same three variants. General English topics corresponds to 62,6% (124 students), technical one – 26,8% (53 students), and specialty-related texts – 10,6% (21 students). The variant “specialty-related” is mostly chosen by students of 1 course of Master degree of Faculty of Physics and Mathematics and the E.O. Paton Institute of Materials Science and Welding.

The last option in the questionnaire is “What kind of language skills should be given the most time in foreign language classes at I. Sikorsky KPI?” and the results are: speaking – 61,7% (121 students), translation – 16,3% (32 students), writing and reading – 7,7% (15 students), listening – 6,6% (13 students). Hence, according to the curriculum and syllabus English lesson should train all language skills, but questionnaire results show the aspects, skills and peculiarities which needs more (or less) attention.

Students of Faculty of Physics and Mathematics and the E.O. Paton Institute of Materials Science and Welding get qualifications in mathematics, physics, mechanical engineering and ESP must corresponds their professional needs.

Nowadays use of digital tools in education becomes vital in the pandemic world with continuous lockdowns. There are many distance courses on Moodle platform and Google Classes for students of I. Sikorsky KPI. For training, practicing and teaching different language skills other different digital tools can be used. Speaking skills can be trained by using any pictures, photos or youtube video to make a discussion. Kahoot, Wordwall and Quizlet totally correspond to the need of new vocabulary learning to make the discussions and train speaking skill. These tools train vocabulary by guessing and matching exercises. Wizer me, Classtime.com and Nearpod.com contain a lot of different tasks and exercises for developing speaking skills, too. Generally, Speaking is used in warming up activities and to make conclusions at the end of the unit – to sum up the obtained knowledge. These platforms give an opportunity to work with general English and ESP vocabulary. Moreover, in Wizer me and Nearpod.com there is an option to give an oral answer to all kinds of tasks by recording the student's voice.

Listening skills are trained all the time – even teacher's instructions and explanations given before the task is already the listening skills training. Students must listen attentively to understand what to do on each stage of the lesson. Audio file can be loaded in Goggle forms, Wizer me, Classtime.com, Nearpod.com, etc. and used with additional "fill in the gaps", "matching", "writing" exercises. On the other hand, there can be only tasks and the audio is played by teacher on the lesson. It is important to some kind of tests to avoid the repetition of the record playing. Most platforms have an option to embed the link to video and students can not only listen to record, but also watch the video information.

Writing is an inherent part of language teaching, academic writing is deeply worked out in ESP. To train writing skills in online teaching, different types of exercises on the platforms are used. Furthermore, it is possible to download word files or photos of handwritten works. Classtime.com. Nearpod.com, Wizer me have different tasks for training writing skills. Composition is the most general task, but according to grammar and vocabulary topics, tasks can be modified according to needs, level and purposes.

Reading is one of the most important skills for students of technical specialties. They use reading to search the information about latest achievements in science and technology. There are a lot of ways to practice skimming, scanning, etc. using online tools. Making word combinations, identifying the abstracts, answering the questions, multiple choice and some other exercises can be developed in most platforms and sites. Text can be typed, the ready text can be downloaded, the link to the piece of information can be embedded into the exercise. For training reading skills the Google forms, Wizer me, Nearpod.com and classtime.com are the most appropriate variants.

The Nearpod.com is used to create interesting, useful, interactive lessons for students of different courses and language levels. There are Open-ended questions, Flipgrid, Matching pairs for speaking; Matching pairs, Fill in the blanks, Open-ended questions for listening; Time to climb, Open-ended questions, Collaborate board for writing and Flipgrid, Matching pairs, Open-ended questions quiz for reading. All these tasks can be used for training different skills. For interactive work the Time to climb and Collaborate board can be used. Time to climb is very useful for team work, the team or a one student will win the quiz giving the correct answers and climbing the mountain. Collaborate board is also for team work – students are able to make notes on the board simultaneously. The option "Draw it" can be used to make some notes, figures or data on the board. There is a timing in most tasks and teacher can identify the duration of different types according to the language level.

The Wizer me platform is for making interactive worksheets. Most tasks are similar to the Nearpod.com (Open question, Multiple choice, Blanks, Matching, Draw, Text, Embed and Discussion) but has some other tasks. Firstly, Fill on an image – teacher download picture, figure of photo, create spaces for filling and students must write in the terms or notions. It is very useful especially for students of technical specialty, they can practice professional terminology and identification of different types of machines or tools. The option "Table" helps students to classify or group some words according to the topic or grammar task. The rows and columns are adjustable and students can type words or choose from word bank. "Sorting" is a perfect tool to divide words into some peculiar groups (i.e. verbs and nouns, names of the processes and tools, past and present forms of the verbs, etc.). Word search puzzle can be used to memorise new vocabulary and also can be made in collaboration. Each option in Wizer me can be attended by oral explanation (Voice) and most of the students' answers can be given verbally – it expands the possibilities of the retelling of the topic to practice speaking activity. The developed tasks are in the form of worksheet and students can skip some tasks and turn back and accomplish later.

The classtime.com contains similar tasks for creation and development different exercises for language skills training. Multiple choice is an option with one correct answer, it can be used for pre-reading and translation tasks and most test-cases. The Checkboxes can have more than one correct answer and used in training vocabulary or reading skill. True or False promotes discussion (speaking skills) and answering after text questions (reading skills). Free Text is any writing activity to reply the task (writing skills). Sorter option – student must put the words, terms or any other vocabulary into the correct order. Categorizer has an adjustable table where students should put marks to join the words from rows and columns. Categorizer (Checkboxes) can contain more than one mark in a row, it is perfect for categorizing information, rules, processes, equipment, etc. The highlight text option is very useful for training reading skills. It contains multiple choice tasks built in the text, student must choose the necessary words while reading the text. Hot Spot is for work with images and pictures, according to the task student should identify the area on the picture. Each task can be supplied by image, link to YouTube or audio record which is used to listening tasks or as an additional information.

The most advantageous aspect of these platforms for the teacher is automatic checkup of the tasks, free text must be checked by teacher and all others are controlled and valued automatically. In the article only free versions of the platforms were discussed. Premium versions give more opportunities to create and develop different tasks for training all language skills but even free variants are sufficient for productive work.

Conclusions. Having studied the students' level of English language, we have come to the conclusion that language skills can be taught, developed and trained in the online format. Having analyzed the students' needs in language skills development differ according to the course of studying and specialty. Students of Bachelor degree in most cases chose the general English topics for training all language skills, while students of Master degree more clearly understand the need of specialty-related terminology and vocabulary.

Since 2019 some higher educational institutions have the online format of education and all the lessons are in online regime. Most of the teachers had to gain proficiency in computer technologies, online teaching methods and available tools for it. We have made the overview of some of the online platforms suitable for online language teaching, analyzed them and pointed out the main advantages. After the turn-back to the classrooms all these learning aids can be used in the class or as a home work or additional tasks. Each platform can be used alone and is sufficient to prepare the highly-qualified, productive, useful tasks to develop and train all language skills. Moreover, they can supplement each other for more successful work of the teacher and students. Usually there are students in the academic groups with different level of English language and digital tools can be used in the mixed groups or Wisser me, for instance, has an option of differentiated instructions.

These platforms give an opportunity to develop special tasks and exercises created in accordance with syllabus, level of English language and concentrated on each language skill.

Teaching English on line with the help of available digital platforms becomes interesting, productive, effective, exciting, and useful due to the ability to create and adapt the tasks and exercises to students' needs with different language levels, language skills, etc.

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