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## IT AND THEIR APPLICATION IN LANGUAGES<sup>1</sup>

Universities need to provide 21<sup>st</sup> century learning environments that promote highly mobile, self-directed, and personalised learning. It also includes the use of computers as a means of communication, such as chat and email and many other environments which enable teachers to enrich their language courses. In this connection I could ask the question: How can we, as language teachers, effectively integrate technology in our language teaching to cater for specific learning needs? Students at the Faculty of Manufacturing Technologies in Prešov within the foreign language courses will practice blended learning opportunities which incorporate both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the teacher's plan, can vary across the faculties and the departments. The strategy of blending online learning with university-based instruction is often utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time conventional classroom instruction. The value of online foreign language learning has the potential to improve educational productivity of the students by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and better utilizing teacher's time. This form of study is very appreciated not only by full time students in bachelor and engineering study, but mostly by part time students or foreign students who attend foreign languages within the exchange programmes, such as Erasmus mobility of students. Learning a foreign language can benefit a student in a number of ways. For instance,

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a student discovers the tradition and customs of a different culture. In addition, a student of a foreign language is exposed to the history and famous figures of another country. A student who is learning a foreign technical language must develop the ability to pick up the various sounds of special technical unfamiliar words, understand, and interpret them which has been shown to improve his/her thinking skills. I suppose that each university student who wants to move to a higher position in a company may consider taking a class to learn a foreign technical language as it is seen as a valuable asset, depending on the company. Knowledge of a technical foreign language is a valuable skill to list on a resume in almost any line of work. Whether it be a university student or an adult, anyone can learn a foreign language. Undoubtedly, once the student has learned a foreign language he or she will uncover more and more benefits of possessing that skill.

A thorough foreign language course offers more to a student than just noun and verb memorization exercises. A successful foreign language course teaches a student about the culture of the country where the language is spoken. For instance, a student who is learning to speak English should learn about the history of Great Britain, its traditions, people, science, technology, culture and even its cuisine. By taking a foreign language, a student learns about a place and its people as well as the foreign language spoken there. The creative thinking skills of students are sharpened when they learn a foreign language. A student in a foreign language class is seeing and hearing a lot of unfamiliar words, especially technical words. Consequently, he or she must use creative thinking skills to put together sentences using unfamiliar vocabulary words. Foreign language students also improve their thinking skills by comparing the words they are learning with words of their native language. Research findings on learning a foreign language show that people who learn a foreign language have more developed thinking skills than those who don't. In short, people who are learning a foreign language use their thinking skills to make themselves understood in the new language, improving all aspects of their thinking abilities. I state that improvements in academic performance for students are very valuable. Studies show that students who take a foreign technical language perform better on standardized tests compared to students who don't take a foreign language. In fact, there have been many more studies on the benefits of students learning a second language than one might think. Furthermore, when a student takes a foreign language he or she garners a wider knowledge of the information belonging to different parts of the world. The problem solving skills as well as the creative thinking skills de-

veloped in a foreign language course carry over to a student's other academic work. Next value deals with increased opportunities in the workforce. In today's globalized business world, it is completely possible that a person working for a company would be required to travel the world to conduct business with people in different countries. Consequently, an employee with knowledge of a technical foreign language adds to his or her value in the workplace. For instance, an employee who learns English may be called upon by his or her boss to attend a business meeting to discuss a project with a native English speaker. If the project is successful, the employee may receive a promotion to a new position in the company. It's been shown that knowing a foreign language can open opportunities in the workplace.

Makes learning more languages even easier can be consider as the additional value, because learning a foreign technical language takes patience and persistence. After all, listening to a flow of unfamiliar technical sounds and words can be very daunting for a university student. Most foreign language courses start with simple technical vocabulary and move on to more challenging material in a gradual way. Naturally, a student who finds success in learning vocabulary, forming sentences, and pronouncing words feels a sense of accomplishment. Once a student has a good grasp on the vocabulary of a second language, he or she will likely possess the confidence to tackle another language. The knowledge of the technical words and sounds in one foreign language can make learning another language a smoother process. So it was the reason why I decided to put more time for English technical texts for my students with typical technical vocabulary: word groups – engineer, engineering, engine; technology, technical, technician; machine, machinery, mechanic, mechanics; abbreviations: USB, Wi-Fi, 3D, PV, LEDs, CDs, TTS, VW, GPS, etc.; numbers and quantities – 5 cents per kilowatt-hour, 700 grams, 16 KHz, 60:1,  $10^{-6}$ ,  $10^{12}$ . Compound nouns are often used in technical English, they consist of two nouns working together: injection moulding, plastic baths, battery pack, wind power, music collection, etc. I would like to mention collocations as the words which are often used together: download + picture, click on + an icon, create + a new document, surf + the Web, etc. Some technical words in English begin or end with common affixes. Knowing the meaning of the affix can help a university student work out the meaning of the whole word: inter –; between – Internet; intra- inside, within – intranet; micro-very small – microwave; mini- small – minidisk; ex- out of – external, etc. For students it is necessary to understand the meaning of phrasal verbs which consist of a verb + an adverb such as: down, off, on, out, up: close down, find out,

switch off, plug in, carry out, set off, switch on, zoom out, zoom in, pick up, left off. Concerning the language spot – predictions are used very often: will, may, might; time clauses; present passive; relative clauses; past passive and past simple. For better understanding of technical text it is necessary to know how to read an English technical text. I can recommend a four-step guide for students and language teachers. I suppose that reading technical research papers is a matter of experience and skills in order to learn the specific vocabulary of a field. First of all, do not panic! If you approach it step by step, even an impossible-looking paper can be understood: 1. Skimming. Skim the paper quickly, carefully review for headings, figures and the purpose of the reading. This takes just a few minutes. Students are not trying to understand it yet, but just to get an overview. 2. Vocabulary. My recommendation is to go through the paper word by word and line by line, underlining or highlighting every word and phrase they don't understand. Don't worry if there are a lot of underlining; when students start, they are not trying to make sense of the article. Then they have several things they might do with these vocabulary and questions, depending on every question they can: a. Look for simple words and phrases. Often the question is simply vocabulary. A technical English dictionary is a good place to look for definitions. Their ordinary shelf dictionary is not a good source, because the definitions may not be precise enough or may not reflect the way in which engineers use a word (for example "stress" has a common definition, but the technical definition is totally different). b. Get an understanding from the context in which it is used. Often words that are used to describe the procedures used in Engineering can be understood from the context, and may be very specific to the paper they are reading. For example, technical procedures to extract "light oil" or "extra heavy oil" at well site are totally different. Of course, students should be careful when deciding that they understand a word from its context, because it might not mean what they think. 3. Comprehension, section by section. Students try to deal with all the words and phrases, probably there will be a few technical terms that they won't understand. Then they go back and read the whole paper, section by section, for comprehension. 4. Reflection and criticism. After they understand the technical article and can summarize it, then they return to questions and draw their own conclusions. It is very useful to keep track of the questions as they go along, returning to see whether they have been answered. Often, the simple questions may contain the seeds of very deep thoughts about the work.

When the students are ready for group discussions with their clear chosen technical text, it is necessary to give them a few instructions. 1. Specify: What

is the topic of the article? Where and when the article was published? Who wrote the article? Summarize the article to your group: Give an overview of the article. What is the article about? Explain the main ideas and topics in your own words. Explain important terms and concepts that are needed for understanding the topic. Discuss the article in your group using your notes, outline and questions: What are your opinions on the article? What was interesting, surprising, etc? What do you agree/disagree with the author(s)? Do you find the author and information reliable? Be an active listener! Main points: Overall, what is the article about? Briefly describe the topic / technology. What are the main points discussed in the article? What are your conclusions based on your discussion? Do you find the information reliable? Do you agree or disagree with the author(s)? Are there any problems (e.g. with technology, method or theory) that need to be solved? What are the benefits / strengths of this technology, method, etc? Other comments? List main 5–10 points from your discussion! What topic(s) did you discuss? And finally in conclusions – Did you find the information reliable or accurate?, What did you agree or disagree with the author(s)?, Are there any problems (e.g. with technology, method or theory) that should be solved?, Any conclusions? Active Listening – What is active listening?, An active listener focuses on understanding what the other person is saying. Benefits – better understanding of the topic, less misunderstanding, improved communication between the speaker and listener. The 3 A's – Answer, Add, Ask – Answer the question, Add new information – an opinion, new info, Ask questions.

Concerning managing learning and managing students is necessary to consider the basic principles of effective classroom management how to generate ownership of the classroom, while establishing a positive learning environment, how to organize students effectively to facilitate different task types basic teaching strategies that lead to successful English (or German and Russian) lessons, how to implement these strategies in the classroom. Regardless of the own level of expertise when it comes to information and communication technology (ICT), there can be no doubt that the students you teach will have more knowledge of and access to such technologies than ever before. Planning to teach a foreign language lessons place a sequence of technical topics into a long-term plan. Some teachers will say that there is no substitute for experience, therefore, until you have gained that experience, detailed and focused planning is an essential part of preparing a successful lesson. Our students are prepared for international labour trade, so it is necessary to be creative and innovative. It can be on sider as another value of teaching and learning.

Creativity and innovation in foreign language teaching and learning discusses what creativity is and offers a rationale for why it is important outlines aspects of creative and innovative teaching and learning in foreign language teaching.

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### Streszczenie

#### Technologia informacyjna i jej zastosowanie językach

Autorka postuluje wykorzystanie technologii informacyjnych w nauczania języka obcego młodzieży akademickiej. Właściwa nauka powinna obejmować bezpośredni kontakt z nauczycielem oraz nowoczesne technologie, szczególnie pomocne w samokształceniu.