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COMPUTER ASSISTED LANGUAGE LEARNING IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

Statements of problem and the analysis of the last researches and publication. Changes in the educational system of Ukraine and achievements in the spheres of theory and practice of teaching foreign languages demand the renovation of educational technologies. The main points of teaching must be communicative approach and personal creative work of learners during the educational process. One of the innovative means in modern teaching process is computer assisted language learning.

Providing experiences for contact with language in context may prove difficult for foreign language teachers. Constrained by lack of sufficient access to the target culture, teachers often rely on textbooks and classroom materials in teaching language.

The aim of this paper is to survey the literature that represents the existing of knowledge base concerning the nature of computer assisted language learning (CALL) environments as it relates to the acquisition of foreign languages.

Communicative competence

The notion of communicative competence, a concept developed by D.Hymes [2,p.5], refers to the ability to use speech appropriately in varying social contexts. Competent speakers of a language should know what to say, to whom, and how to say it. S.Savignon [6,p.4], who introduced the idea of communicative competence (CC) to foreign language teaching, originally defined communicative competence as the "ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more

interlocutors" [6,p.4]. She included the use of gestures and facial expression in her interpretation and later refined her definition of CC to comprise of the following qualifications:

1. CC is a dynamic interpersonal trait depends on the negotiation of meaning between two or more persons who share some knowledge of language.

2. CC applies to both written and spoken language.

3. CC is context specific. The communicatively competent language user knows how to make appropriate choices in register and style to fit the situation occurs.

4. Competence is what one knows. Performance is what one does. Only performance is observable, however, it is only through performance that competence can be developed, maintained and evaluated.

5. CC is relative and depends on the cooperation of those involved.

The goals of CC demand that teaches and students should be familiar with knowledgeable of the target language and culture. Recent technological multimedia tools, which utilize audio-visual formats, can provide many of the contextual cues that traditional textbook format cannot. The linear nature of textbooks affords students a rather restricted experience of the content and does not allow for navigational freedom or interactivity that modern technological tools such as CD ROM and hypertext provide learners. Contrary to multimedia formats, traditional textbooks, linear and non-interactive, may not provide the appropriate context for the acquisition of communicative competence.

Computer Assisted Language Learning

Computer Assisted Language Learning, or CALL, has become increasingly popular within the foreign language domain. Recently researches have begun investigating CALL and its benefits in promoting the acquisition of competence in the second language and culture. Educational multimedia software products include electronic textbook, slide library, guided tour, VCR, light table, or a reference library.

M.Warschauer [7,p.1-14] describes the development of CALL as comprising of 3 distinct phases: behavioristic CALL, communicative CALL and integrative CALL.

1. Behavioristic CALL reflects behavioristic theories of learning and relies on drill and practice. Drill and practice courseware is based on the model of computer as tutor. Thus, the computer serves as a tutoring device, that issues instructional material to students. Behavioristic CALL essentially provides practice for grammar and vocabulary acquisition. In the late 1970s and early 1980s, behavioristic CALL lost its popularity for two main reasons, namely changes in approaches to language teaching and the invention of the microcomputer.

2. Communicative CALL evolved out of the communicative approach to teaching. Proponents of this approach felt the drill and practice programs of the behavioristic model did not provide opportunities for authentic communication. Contrary to behavioristic CALL, communicative CALL brings more of the real world into the classroom and encourages social interaction and collaborative learning. Communicative CALL focuses on learning use, teaches grammar implicitly, allows users to create original utterances, is flexible to a variety of student responses; and creates natural environment for using the target language.

A major feature of CALL is that it furnishes comprehensible input and activities that are progressively open-ended and personalized. M.Warschaurer [7,p.1-14] mentions several types of communicative CALL programs including courseware for language games paced reading and text reconstruction. In such activities, the computer is still recognized as the source of information, yet students have more control than they did with behavioristc-based programs.

Another communicative CALL model focuses on the computer as a stimulus, in which the major use of the computer is to provoke student's discussion. Despite the apparent advantages of communicative CALL, many educators expressed dissatisfaction with this medium. Patrics [5,p.17] stated that communicative CALL is merely a piecemeal approach to language acquisition in which learners are bored by meaningless utterances and divorced from the genuine communicative context.

3. Integrative approaches to CALL are based on two important technological developments of the last decade, multimedia computers and the Internet. Multimedia are computer-based applications that allow the user to simultaneously experience visual and auditory information. Multimedia also includes hypermedia, which links multimedia resources together and allows users to choose their own path within the program.

Whereas pre-multimedia CALL may have been accurately criticized for occupying the student on merely a one-dimensional linear level, the multimedia capacity provided by CD-ROM technology engages nearly all of the student's senses by combining printed text, graphic imagery, motion video, photographic stills, and audio recordings to create a "virtual" reality of authentic communication and provide learners greater comprehensible input.

M. Warschauer [7,p.1-14] mentioned that in spite of the presumable benefits of hypermedia for language learning, multimedia software has not made a significant impact on foreign language teaching. He mentioned the quality of available programs. Although the teachers can develop their own multimedia programs using authoring software such as Hypercard, most of them lack the training and the time to create materials. Most multimedia is created by commercial developers, who don't necessarily create programs based on existing knowledge in Second Language Acquisition Theory, or Learning theory for that matter.

M.Warschauer [7,p.1-14] also laments the limited interactivity provided by current computer programs. He believes that a good multimedia should respond to users' weakness and choose the proper strategy for overcoming that deficiency, including repeating, paraphrasing, slowing down, correcting or directing the student to background explanations. Until Computer Aided Intelligence can respond accordingly to users' needs, perhaps effective interaction will remain between human beings.

The Internet and Computer Mediated Language Learning

Another integrative CALL tool is the Internet, which allows students access to information, including listening, reading and writing. M.Warschauer [7,p.1-14] states that its medium allows for direct, inexpensive and convenient communication with other learners or speakers of the target language. Users may experience simultaneous environments, in which they communicate in real time. On the other hand, they may also choose to use a medium that allows them time to create and revise their messages, using e-mail. The many possibilities for communication afforded by computer mediated communication media allow students access to forums in which they can communicate with as few as one other interlocutor, or many. One advantage of computer mediated communication reported in the literature concerns equality of participation among students in Computer Mediated Classroom [7,p.1-14]. There exist

innumerable possibilities for using integrative CALL to facilitate the acquisition of knowledge, yet the need to research this environment is apparent.

The Hyper language learning environment

Recently, much discussion has centered on interactive multimedia, hypermedia, as a rich context for foreign language acquisition. For example, compared with videotapes which deteriorate with use and time, resulting in poor quality of image and sound, CD-ROM technology offers a variable alternative. The quality of the input affects the amount of redundant information provided to the student, and thus could affect comprehension.

Murray J. [4,p.319-345] reports that "emerging structures of advanced multimedia foreign language learning environments are following key trends in the profession: the move to communicative language teaching with authentic language spoken by native speakers; the interest in culture as a totality incorporating visual as well as textual material, the emphasis on interdisciplinary collaboration; the need to think in global terms and to reinforce awareness of multiple perspectives". Murray J. [4,p.319-345] suggested that the new communicative methodologies in foreign language learning necessitate the use of authentic materials as they are used by native speakers in their natural environment. She further asserted that the combination of the computer and the videodisk player afford a medium in which text, still, and moving video can by synchronized, displayed, annotated and combined in a myriad of ways to meet these needs. Liu M. and Reed W. [3,p.159-175] report that using vocabulary in a hypermedia environment, learners can be flooded or embedded in an enrich multidimensional cultural context, connecting history. Geography, art, cultural customs and social factors of a target country with the linguistic aspects of the target language. Others have focused on the redundant context provided by multimedia and hypermedia environments.

Redundancy of input

The multisensory experiences sustained by multimedia allow students to experience a particular message in more than one mode and thus facilitates language acquisition. For example, providing written text with spoken words facilitates the acquisition of listening skills, increases students' motivation and reduces student errors. Thus, the multimodal environment of multimedia is helpful for the development of speaking skills.

Hypermedia settings, due to their context embedded nature, can provide a rich context for the acquisition of vocabulary since they allow students access to situated meaning. Liu M. [3,p.159-175] provided theoretical assumptions for a semantic network-based hypermedia learning environment stating that hypermedia context can show how words are linked to their larger cultural context, as well as other linguistic features of the word.

Some researchers have investigated differences in traditional learning strategies and those possible in a hypertext environment. The results indicated no significant difference between semantic mapping and traditional word listing approaches to vocabulary learning. Other research has indicated that the multimedia/hypermedia applications can provide input that helps students develop strategies that help them learn a foreign language.

Feedback

Some researchers have discussed the increased possibilities for feedback provided by the hypermedia environment. It was started that a computer can be programmed to provide consistent and varied feedback to each student. Bationo B. [1,p.45-52] investigated the effectiveness of type of feedback; written, spoken, and combined written and spoken feedback for learning skills in a CALL environment. Results indicated that the combination of written and spoken feedback for learning skills in a CALL environment. Results indicated that the combination of written and spoken feedback was more effectual for immediate recall, but no significant difference existed between the written and spoken feedback and the other two formats for the retention of the learning material. Other studies have investigated issues of learner control over input.

Learner Control

The flexibility afforded in a hypermedia environment permits learners to determine and control selection and sequence of content. Liu M. [3,p.159-175] suggests that courseware designers should furnish multiply relevant and redundant cues in the software to accommodate learners of different cognitive styles.

The issue of the structure of the hypermedia courseware also emerges as a relevant topic concerning the language learning environment. Although little research has been undertaken on this matter, Murray J. [4,p.319-345] described

the importance of the learners' ability to navigate through the program and to investigate those things that catch their interest.

Conclusions. The review of the literature concerning integrative CALL environments for foreign language learning indicates that much more research is necessary before the nature of this context can be fully understood in its relation to the acquisition of foreign languages. With the evolution of the media used in the foreign language classroom, the transfer of power from teacher to learner has emerged as an important trend, indicating a shift from teacher controlled learning to student initiated investigation. Another theme arising from the literature regards the ability of multimedia environments to provide learners with authentic content that is carefully manipulated to meet their individual needs.

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ВІДОМОСТІ ПРО АВТОРА

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***Щербина Світлана Володимирівна*. РОЗВИТОК КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ У ВИВЧЕННІ МОВИ ЗА ДОПОМОГОЮ КОМП'ЮТЕРА**

Сучасні події в контексті вивчення іноземної мови свідчать про тенденцію до розвитку комунікативної компетенції у студентів. Дана робота представляє огляд літератури, пов'язаної із застосуванням комп'ютерів у вивченні іноземної мови з метою розвитку навичок комунікативної компетенції.

Ключові слова: *комунікативна компетенція, вивчення іноземної мови, інтегративний підхід, навчальне середовище, зворотний зв'язок.*

***Щербина Светлана Владимировна*. РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ИЗУЧЕНИИ ЯЗЫКА С ПОМОЩЬЮ КОМПЬЮТЕРА**

Современные события в контексте изучения иностранного языка свидетельствуют о тенденции к развитию коммуникативной компетенции студентов. Данная работа представляет обзор литературы, связанной с использованием компьютеров в изучении иностранного языка с целью развития навыков коммуникативной компетенции.

Ключевые слова: *коммуникативная компетенция, изучение иностранного языка, интегративный подход, обучающая среда, обратная связь.*

***Shcherbyna Svitlana Volodymyrivna*. COMPUTER ASSISTED LANGUAGE LEARNING IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE**

Recent development in foreign language education have indicated a trend towards the development of communicative competence among foreign language students. This paper

provides the review of the literature concerning the use of CALL as a means of promoting the acquisition of communicative competence in the foreign language and culture.

Providing experiences for contact with language in context may prove difficult for foreign language teachers. Constrained by lack of sufficient access to the target culture, teachers often rely on textbooks and classroom materials in teaching language. These materials may not necessarily provide the required environment for the acquisition of communicative competence.

The goals of communicative competence demand that teachers and students should be familiar with and knowledgeable of the target language and culture. Recent technological multimedia tools, which utilize audio-visual formats, can provide many of the contextual cues that traditional textbook formats cannot. The linear nature of textbooks affords students a rather restricted experience of the content and does not allow for navigational freedom or interactivity that modern technological tools provide learners. Contrary to multimedia formats, traditional textbooks, linear and non-interactive, may not provide the appropriate context for the acquisition of communicative competence.

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The review of the literature concerning integrative CALL environments for foreign language learning indicates that much more research is necessary before the nature of this context can be fully understood in its relation to the acquisition of foreign language classroom, the transfer of power from teacher to learner has emerged as an important trend, indicating a shift from teacher controlled learning to student initiated investigation. Another theme arising from the literature regards the ability of multimedia environments to provide learners with authentic content that is carefully manipulated to meet their individual needs.

Key words: communicative competence, foreign language learning, integrative approach, learning environment, feedback.