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ALTERNATIVE WAYS OF LEARNING ENGLISH

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PREFACE

Many modern technologies can be used in language learning to improve the outcome and make learning more interesting. For example, many people use social networks to communicate with each other and share information and they play computer games to spend free time and have fun. It seems that it can be used for learning English because in these areas English is very wide-spread and a user cannot avoid using English while he/she is using social networks or playing computer games. The main purpose of this paper is to analyze these alternative ways of learning English and make a conclusion about their potential.

The paper consists of an introduction, two core chapters and a conclusion. The Introduction gives an overview of important terms such as social network, education method, and videogame and discusses changes in language learning. The Introduction also explains why this topic has been chosen. In the first chapter modern techniques and resources of learning English are considered. The second chapter presents and discusses the findings of a survey into the use of alternative ways and resources of learning English are useful at schools. The conclusion summarizes the results of the research and comments on the hypothesis.

CONTENTS

INTRODUCTION

Modern teaching methods are not different from the methods at the beginning of the 20th century. The list of the most frequently used teaching methods is available on the website "teaching.uncc.edu". It is, for example, learning language with a help of books and writing exercises. In this case, teacher is a leader of the class but not the guide who helps students to understand material. The general features of the first three teaching methods (lecture, class discussion and answering questions) can be summarized as follows.

Lecture is the first type of giving information for some reasons. First of all, a lecture gives information in a way which is easy for students. All you need to get this information is to make notes and listen to the lecturer. Second is class discussion, which is very good to exchange students' opinion. Students can discuss the topic and the teacher guide/direct them. While students are discussing the teacher can ask them clarifying questions. The last popular teaching method is answering questions. Questions are asked by the teacher in the class and everyone can show their knowledge. It is a good way for teachers for two reasons. First is that the students have an opportunity to tell their opinions after the lecture. Second is that the teacher can check what points of the lecture were clear for the students and what are not. These types of teaching methods we can see in schools, universities and other educational institutions.

In the article written on the website "learnlangs.com" Judith Meyer lists seven ways that computers have changed how we learn languages. The first factor is digitalization. The author says that 15 years ago people had to use paper dictionaries to find the definition of the word. Now it is much easier, because we have on-line dictionaries and we can use it on our laptops, smartphones, etc. Then Judith mentioned multimedia resources, such as video and audio files. As for example, at Global Language Institute website "gloss.dliflc.edu" media resources are used for language learning. The next thing from the list is auto-correction. She considers that:

> A 10-year-old can probably create a fill-in-the-blank text and some Javascript that checks whether the answers match the correct solutions. Much more sophisticated results of the same innovation are spellcheckers, which are already ubiquitous, and now style-checkers. (learnlangs.com, 2014: para 3)

Auto-correction helps people not to think about grammar mistakes they make. But the most interesting innovation is that you can spell the word and the auto-corrector can show you how to write this word. The author also mentions social integration into learning process. Judith says that now people can share their achievements in language learning with their friends on Facebook or Twitter. It makes learning more competitive and users can also help each other

to learn language. Judith mentions that people are not interested to study language based on boring topics. Personalization of the study process can help learners to study interesting topics. She said that such programs as Bliubliu and Lingua.lyin can help to personalize learner`s interests. Gamification of study process makes learning more joyful. Such games as Second Life help to study Esperanto; Space Invaders helps to study Japanese. The last but not least innovation is computer teachers. The idea is that the system keeps generating new questions on the same topic until you finally understand it. In 2011, Duolingo took this idea and now we can study English, French, Italian, Spanish, Portuguese, German, Dutch, Danish or Irish on this program.

In the article "3 New Teaching Methods Improve the Educational Process" written by Sonia Jackson on September 19, 2012 and available on the website "gettingsmart.com", there is a good description of three modern methods that can improve educational process and make teachers work more productive (Jackson 2012: para 1). First is spaced learning, which according to Sonia Jackson is "learning content what is repeated three times, with two 10-minute breaks during which activities such as physical activities are performed by the students – I think that PE and lessons can be combined" (Jackson 2012: para 2). This method is good for many reasons. First, students can combine learning new material and getting sport or other activity. The answer why it works is simple. Brain cells create the connectors that help us remember the knowledge. Also, this method is good for relaxation because students combine activities and are not focused only on one thing. The second method is called Flexible Fridays. The idea of this method is that students can focus on one subject at the end of week to improve their knowledge. It means that if a student has problems, for example, with math then on Friday s/he spends his/her time doing tasks on this subject. As Sonia Jackson says, on Flexible Friday teachers try to help students with problem subject personally (Jackson 2012: para 3). According to the Jackson's point of view, Flexible Friday is a good way to keep a lesson plan for the teacher and help students understand difficult concepts and definitions. The last method is simple and interesting. It is called Engagement and the main idea is connecting knowledge with real world. It means that each subject can be not only theoretical, but practical too. With finishing of the study students can make a little presentation where they can describe where this topic can be used in real life. In the context of this method, students can visit different places and make notes about it. Sonia Jackson`s research has produced the following results. Students who do not use this method have A to C grades only in 40% of cases. Pupils who use it show great progress in study process and they show A to C grades in 91% of cases. It means that students are interested in study process, but they need to be motivated and this method motivates them. These three methods are arguably not that

common in schools, but they are in use. They are modern and their purpose is to improve study process because it means development. Involving students in education process can help teachers to be more successful in their work.

According to these two articles, we can make a conclusion that modern technologies can help students to study better than they do now. Modern technologies mean that we can use different social networks and other resources to find information and study better.

Technological development in the 21st century involves the use of modern technologies in the study process. Development of the Internet at the end of the 20th century gave people new horizons. They started to communicate to each other through e-mails, forums, etc. Then, in 2004, Mark Zuckerberg founded Facebook and it was the first Internet social network that we use every day now. In this paper social network has this meaning.

From the beginning of the 80s videogames became more and more popular among teenagers. They spend much of their time playing PlayStation or Xbox. A definition of a videogame is given in Collins English Dictionary published by HarperCollins Publishers in 2003. It means "any of various games that can be played by using an electronic control to move points of light or graphical symbols on the screen of a visual display unit". In the context of my paper, a videogame means not only shooters and racings. It means different kinds of developing videogames, strategies, puzzles, quests where the user can use his mental abilities to play and be successful in this game. According to the research results provided on the site "askaboutgames.com", which was conducted by site moderators in 2012, people spend at least 13 hours a week playing computer games. They can use this time to learn a language, staying focused on the game.

Every teacher has his/her own teaching style; in some cases they are conservative as teachers do not want to make any changes in their style and methods of teaching. According to the article "What is a Teaching Methodology?"(2013) on site "www.wisegeek.com", the teaching method is the way in which a teacher chooses to explain or teach material to students so they can learn the material. As for usual, they can use class participation, demonstration, recitation, memorization, or combinations of these. But there is something to add, and it is using modern ways of communication. Teaching methodology usually includes different ways of studying such as lecturing, group discussions. Wiesen writes in his article about teacher`s philosophy and he says that it is not the same thing as the teaching method. In the article, he considers that:

> The philosophy a teacher chooses usually indicates how the teacher believes students can best learn new material, and the ways in which students and teachers should relate and interact in the classroom. (G Wiesen, 2013: Para 2)

The teacher has the right to choose how to teach his/her students. To make alternative learning methods and resources possible, it is very important to change teacher`s philosophy.

The first step to change teacher`s philosophy is to introduce to him/her new educational instruments, such as Internet Social Networks. Nowadays the Internet is increasingly used in schools and other educational institutions. Numerous websites have been created with one purpose – to help students and teachers find and share important study information more easily. Suzie Vesper, in her article "20 Social Networking Sites for Teachers" (2013), presents websites which have been designed to be helpful for teacher and explains the reasons why. The TeachAde site is one of them. Created in 2006, the website called TeachAde was the first site which combines social network and teacher resources. Now this site is available in French and Spanish with 59000 resources on different topics. It means that each teacher can use it for his/her own purposes, can find information and communicate. It is an idea of social networking – communication. A social network for modern study purposes is a very good idea, because everyone can use it.

According to Nancy Willard`s opinion, social networks create a very specific atmosphere for learning. In her article "Schools and Online Social Networking" (2013), she says that social networks generate a phenomenon of "friendship" and students are easier to communicate with foreign people on the Internet. Nancy argues that:

> These and similar sites are a new phenomenon called "online social networking." In online social networking environments, youth register and establish profiles that provide personal information and photos. Then, they make connections or links with other members who share interests or connections - so-called "friends." Members engage in a variety of forms of communication and information sharing, which can include personal Web pages, blogs, and discussion groups. (Nancy Willard, 2013: para 3)

In this case there are advantages and disadvantages. It is good that students can communicate and express themselves in social networks. But these sites are full of youngsters who are not making good choices. Sometimes it is because of their parents, who are not paying attention to them. As a result, social networks can be harmful for education. From Nancy Willard`s point of view, schools must control the Internet traffic and block all sites which are not good for students. She mentions in the part called "What Schools Should Do" that it is better for students when schools control their Internet-surfing. At the end of the article she concludes that schools should help students to share information on the Internet, but they should be under defense while they doing it.

In the article "Five Things you Always Wanted to Know about Social Networking" by Nicky Hockly (2009) is well described which modern sites teachers can use. She described six sites, such as MySpace, Facebook, Flickr, YouTube, Twitter, Del.icio.us. These sites are not

designed as teaching sites, but modern generation of students use them every day and the teacher has to know how to include these sites into his/her lessons. The main idea of these sites is creating web-based content (Hockly, 2009: 64). Twitter is designed for instant social networking; YouTube and Flickr are created for photo and video sharing. MySpace and Facebook are social network sites. In the article, Nicky Hockly answers the question "What has all this got to do with language teaching?" She writes:

> Teachers need not only to know what these sites are for, and how to use them, but could even bring them into the classroom by getting students to set up accounts in one of these applications, and to use one of these applications, and to use them to write, record or comment in English. A tool such as Twitter could be used for instant messaging among the class members, for instance. Flickr could be used to share the results of a photo project. Facebook could be used to draw up profiles of each student, and class members could be invited as "friends" who can leave the comments. (Hockly, 2009: 64)

Each of these sites can be used for learning purposes. The site called "Del.icio.us" has a very big potential for the teacher, because it can help him/her to keep browser bookmarks online, storing them in categories with key words. For teacher it can be helpful because he/she can share recourses and websites with other teachers and students.

Talking about privacy issues and how to get started, Nicky Hockly has her own opinion. Most of the sites above have settings in which a user can decide who can use and who can access the content. The teacher should decide what level of access is allowed. It is not recommended to use a tool if the level of security is not high enough for the teacher. Nicky advises before start to read FAQs and see the videos which are common for such sites as Facebook or YouTube. It is the important to familiarize yourself with new tools before a student does it, because the teacher should be a flagman in the learning process.

Many teachers cannot estimate the importance of videogames for study process. Edutainment for a student means effective learning, because he/she can learn and play and the line between these processes is blurred. The article by Nick Tannahill, Patrick Tissington, and Carl Senior talks about how modern computer games can teach students. They confirm that videogames cognitively stimulate students, motivate them, constantly provide feedback, ensuring failure as a learning device and encourage system thinking (Tannahill, Tissington, Senior, 2012: para 2-5). These points are essential, if we are talking about study process.

Playing action games such as Electronic Art`s "Medal of Honor" or Activision`s "Call of Duty" activates visual activity and also stimulates the cognitive level (Tannahill, Tissington, Senior, 2012: para 2). In the article, the authors give an example of Tetris:

> Players report not only seeing falling Tetriminos in their peripheral vision and while dreaming (Stickgold et al., 2000), but even find themselves attempting to mentally interlock real world objects together (Earling, 1996), the core skill involved in playing the game. Indeed the same study (Stickgold et al., 2000) found that even amnesic participants with extensive bilateral

medial temporal lobe damage produced similar reports, despite being unable to recall having played the game. (Tannahill, Tissington, Senior, 2012: para 2)

From the authors' point of view, such games as "Call of Duty" can also release dopamine in a region of the brain known as the ventral striatum and this region is an important part of our brain and it is connected with the perception of reward.

Videogames stimulate the player to solve problems, which has parallels with school problems. When the player wins in a battle or solves a puzzle, he/she is orientated to deal with the problem he/she has had. They spend a lot of free-time to understand and solve puzzles that game-designers made for them. Of course, motivation and goal-orientation is shown by many students, but the authors give an example of MMO (massively multiplayer online game) called "Ultima Online". In this game players are playing online and in real time together and they have one goal, which is to develop their characters. And making this game more time-consuming, developers can see which ideas are good, and which ones are bad.

Games also help students to deal with failures. In a game, each fail can be replayed and the player can analyze his/her own mistakes. It is the same in education. With spending time and focusing on the problem, a student can solve the problem. The authors remind what "success" in videogames means:

Success, however illusive, never seems out of reach because the relatively low cost of failure brings the two concepts much closer together, making them less polar and absolute. Due to the low cost of failure we are encouraged to strive for perfection, rather than being content with a minimum pass mark, reminding us that we have not won, but rather "failed better" (Tannahill, Tissington, Senior, 2012: para 4)

From this point of view, failures can be a positive point in education process, because games can show positive aspects of it.

Gavin Dudeney in his article "View from the Plateau" writes about the history of the computer game "Second Life" and compares it with educational purposes. "Second Life" is a simulator of everyday life. In this game, a user imitates the whole life, from the beginning. The author talks about how useful it can be for study process. His main idea is that the teacher should not confine a student to learning because he was born in a different time. And for this time teachers should use different teaching methods, such as computer games. Dudeney offers to give students an opportunity to play and study. "Second Life" is a good variant for this, because in this game there is a well-developed business strategy, which students can use for their own purposes. This game allows simulating school in the game. Students like such unusual way of learning. Dudeney offers the plan how to get started in the game. First, he says, is good Internet connection. You should be sure that your Internet is fast enough. Then you create an account on the site tinyurl.com and follow the instructions. Then, you should

download the game from this site and install it on your computer. After it, just log in and enjoy the game.

In our fast-developing world, people have a lot of different ways to communicate and share information. The verbal way to share information is speech; a non-verbal is gestures. When people are situated at a big distance from each other, using these methods is impossible. In this way we need something that can deliver information fast. Hundreds of years ago people used a fire and smoke to communicate with each other. It was the first model of modern SMS, if you want. In the 19th century with harnessing of electricity people started to use electrical telegraphs, what was easier than fire and smoke. In the early 1900s radio was developed and radiotelegraphy was born. In the Internet age communication includes using technologies as electronic mail and instant messaging. "Alternative ways of learning English" can show how important the developing is. Our society is evolving and things which were popular ten years ago now are not useful and topical. Modern methods of education can be expanded by using modern resources, such as videogames, films, social networks and other Internet sources. This research paper is aimed at proving that students can use resources that are common for them to learn language and develop their language skills.

CHAPTER 1. Alternative Ways of Learning English

This chapter will present a detailed overview and bring together various ideas of using modern ways and resources of learning English from different sources, including professional books, journals, and Internet resources. These resources can be used in school by teachers or at home by pupils.

1.1 Blogs

According to the definition of *blog* made by Rebecca Blood in 2000, it is:

> The original weblogs were link-driven sites. Each was a mixture in unique proportions of links, commentary, and personal thoughts and essays. Weblogs could only be created by people who already knew how to make a website. A weblog editor had either taught herself to code HTML for fun, or, after working all day creating commercial websites, spent several off-work hours every day surfing the web and posting to her site. (Rebecca Blood, 2000: para 5)

Blogs have become an integral part of our lives. Students can post their thoughts in their own blogs, reflection of their writing works and different drafts for the future writing tasks. Blogs develop literacy and writing skills. While students write for real readers but not just for their teachers, they can focus on clear communication and get feedback. Students can choose the style of their blog – it can be a diary or a reading journal. Then the teacher should show the goals of this activity. Students can write about literature and provide some discussions connected with the books they have read, or they can choose another topic they like. As a result, the teacher can comment all the posts students create and give them feedback.

Nowadays blogs (or weblogs) are popular, but their idea has changed. Now, so-called microblogging is more popular. A microblog differs from a traditional blog in that its content is typically smaller in both actual and aggregated file size. The first microblog systems were Tumblr and Twitter. Their idea is to place information in a small size (140-character message called "tweets"). Now it is a fast and simple way to share information in real time, so-called *instant social networking*.

From Nicky Hockly's (2009) and Gavin Dudeney's (2009) point of view, Twitter helps people to feel more democratic. Users can follow some famous people. On the other hand it is good discipline to try and put thoughts into short sentences. They made a short research and asked students and teachers how to use Twitter in study process. Some students and teachers think that Twitter is a very good way to get news flashes from CNN or BBC. The others think that Twitter is good for learning new words, idioms and phrasal verbs – one group of students can send another group sentences to translate into English. Students suggested that Twitter can also help to get instant feedback on a class presentation and so on. Last but not least is that students and teachers can communicate in Twitter during the course

or out of class time. Authors notice that Twitter has drawbacks such as interruptions during study process. But they add that Twitter has plenty of configuration options to control your interaction with it.

Eva Stradiotova (2013) has been using weblogs as a part of her college courses. In her article "Weblogs" she writes that students like weblogs and they are motivated by weblogs to study languages. She divides weblogs into two groups – teacher weblogs and student weblogs. Teacher weblog is a kind of a "message board" weblog, where the teacher can inform his/her students about exams and results they have achieved. Through the teacher weblog students can get an explanation of different grammar points, read comments on text or other materials. Eva considers that students can comment posts on this weblog but they cannot post information. Student weblogs are divided into two groups – individual and class weblogs. A student can use his/her own blog as a portfolio of essays and written works or as a student diary. A class can use their weblog for group projects and as a news board about class activities.

Nicky Hockly (2009) in his article "Five Things you Always Wanted to Know about Blogs" explains aspects of blogs and how they might be relevant to language teaching. He offers to use blogs as so-called *edublogs*. It means that the teacher can set up his/her blog and write there summaries of the lessons, extra links for homework. His thoughts are the same with Eva Stradiotova and he also offers to create class blogs, where students report on books they read and so on. The author adds that blogs are good for language practicing, because blogging is a good writing and reading practice.

As for conclusion, it is good to mention that weblog is a good way to integrate IT-technology into study process. According to these articles, we can conclude that students can be interested in blogs in study process because they use them on their own. For the teacher, it is a good opportunity to make teaching more varied, attractive and unusual.

1.2 Computer games

Computer games started in the 1950s with the first computer game "Ping Pong". They have become more and more popular in the last 60 years. Now we can find them in each household. People of different ages from child to adult like to play games. There is a good question – how can we use computer games in study process?

Hayo Reinders (2009) offers to use computer games to teach writing. He considers that now people use electronic devices for written communication. He writes in his article "Game on!" that Mark Prensky estimates that now people by the age of 21 will have sent over 250000 messages and emails. This statistics shows to what extent people like text-messaging.

Hayo adds that people will have spent about 10000 hours playing computer games by the age of 21. So the aim is to give students an opportunity to play games and study.

The interest in the pedagogical benefits of computer games has been growing in recent years. James Paul Gee (2009) has identified 36 learning principles in the games he played. He concludes that computer games attract players and get them involved in the tasks at hand. The next principle was that the player should deal with the problems that feel "challenging" in the game, but not "undoable". It means that if you fail in a task the game becomes easier, but if you succeed too quickly or too easily, new challenges appears in the game. In general, games have a number of characteristics that make them useful for writing or teaching. Each game has its rules, goals, feedback, conflict, competition, interaction and representation of a story. And these points are the same in writing and teaching process. In practice, the teacher can ask his/her students to investigate the characters in the game and to identify their story line. Asking students to identify a character's story line is a good way to focus students' attention on the principles both writers and the game developers use to construct their stories. Students can also present their characters to the class using a projector or on printouts. After the presentation the whole class can discuss their choice. Also, students can discuss actions in violent games, why characters have done so in different situations. The author offers a Grand Theft Auto series as a good example for discussion.

Reinders (2009) adds that game screenshots can be used for in-class discussion. The teacher can ask students to describe the scene and predict what will happen next and why. Another exercise can be writing a dialogue based on some screenshots. There is a lot of language-rich games on the Internet, which can help in educational process. These games are designed for use in the classroom. The problem is that students often find these games less interesting than non-educational games. Reinders offers to play MMORPG (Massively Multiplayer Online Role Playing Game) because there are a lot of opportunities to use language (in chat, in different kinds of in-game quests). The teacher can ask students to print out chat conversations and explain in class the language used. Or, the teacher can also join into the game and communicate with the class in chat conversations. The most popular MMORPG is World of Warcraft and it has a very extensive plot.

And one more opportunity connected with gaming in class is creating new games together with the class. One interesting project is "Scratch" (www.scratch.mit.edu), designed for children of eight years and older. This software helps students to create characters and animations using simplified programming language. And the aim of this project is to help students to develop their thinking skills and ability of using technology. Students can also create a Machinima (it is a game graphics based story) if they have their favorite games or

create a Gamics (contraction of games and comics) using screenshots from the game to tell the story.

Nowadays teachers can combine reading books and gaming. The very popular book series Harry Potter has a special website where each person can feel as a part of Harry Potter universe. This site is called "Pottermore" and it started in 2012. "Pottermore" is designed by J. Rowling, the author of Harry Potter series, and her aim was to extend the world of Harry Potter books. "Pottermore" is a website role playing game. Users can decide to what faculty they want to belong (it can be Gryffindor, Hufflepuff, Ravenclaw and Slytherin). After it, they should visit different classes and do homework on time. Also, when they deal with a special quest they can read extensive stories about Harry Potter universe. These stories were written by J. Rowling and they help users to plunge into the world of Harry Potter. The teacher can give homework for a semester to read books about Harry Potter and then they can complete an in-class task to research the "Pottermore" site and after it they can discuss class achievements.

Computer games need computers and now each school has IT-classes, where students can easily use computers. It is not necessary to play expensive games, because there are a lot of free-to-play games on the Internet. Computer games are a really good way to involve students into a study activity because they spend a lot of free time playing them on their own computer. And also, computer games are a great opportunity to have as much fun in the study process as possible.

1.3 Video

Jeremy Harmer (2003) in his book *The Practice of English Language Teaching* writes about the teaching process with using of video resources. He writes that now video is a common feature of the study process and it is rare for a publisher to produce a course book without a video component added in.

For some students video is just a listening activity with additional pictures. But Harmer puts forward some points why video should be added as a special dimension into language learning. And the first advantage of the video is that students can not only hear the language but see it too. Students can hear intonation and see facial expression of the person who is talking. The second point is that video can show the cultural difference between people. Harmer points out that students can see British common body language when they talk. Then students can make a video by themselves and it gives them a big potential to create something memorable and creative. Making a video can help students to do new activities in English. All these reasons can enlarge student's motivation. The author mentions some

problems with video. First is "the "nothing-new" syndrome", when students just replace their home video watching with in-class watching. Then the teacher should be sure that students can see and hear the video clearly. Harmer adds that stops and starts can frustrate some students because they can lose the essence of the video. And also, a video should not be longer than 2-3 minutes.

Before giving children the task of watching a video, the teacher should be sure that he/she gives to the students all the necessary vocabulary to understand the video. While showing a whole-lesson video, the teacher can follow up with different activities: writing a review of the program or discuss the pros and cons. He adds that video can be used for relaxation.

The author writes about common techniques while watching a video in class. He offers firstly to play the video at normal speed without sound and then ask students to guess what the characters are talking about. Then the teacher can ask students what kind of music they put to the background and why. A good technique is "freezing", when the teacher stops the video and asks students what can happen next. In contrast, the teacher can turn off the video so that students can hear only the sound and ask them to describe what the video is about.

While watching a video, students can do different activities. Harmer offers teacher to ask students firstly to understand the gist of the video, then watch it again for details. It can help students to develop their listening skills. And the best type of video for this task is an interview in an interesting location. After it, students can answer such questions: *Where did the action place? What are the people talking about? What did the man say first?,* etc. Students can answer the questions orally or in writing and then compare their answers.

Video-making activities are also acceptable in lessons. Making video is a cooperative process that can help students to work as a group. After their work, they can show their result to the others. Their video can be based on the news. Students can watch the latest news and then write a script based on the story they like most and make a video. After it, the teacher and classmates lead the feedback session. Students can also use a creative ideas technique. The idea is that when students read a novel or a story they imagine a mental picture of what they understand. After it they can film an episode from what they have just read. As a result, the teacher and the students can compare how others understand the text. Filming an episode from the text involves in-class discussion about how the students act and direct the filming process and this activity itself is highly motivating. To keep all students involved into filming it is good to give more than one camera to the class. With the development of modern technologies students can use their smartphones and other devices to film a video. Each student should take his/her own role, such an operator, narrator, actor, director and so on.

In the end, it is good to ask what to do with the videos. Students and teacher can give their feedback about the videos. The most interesting way to deal with videos is to make a video installation where all the videos are exhibited. The teacher can put these videos onto a student website or a weblog. Videos should be in the library where each person can copy it.

Jim Scrivener (2005) says that using video is a "lazy" teacher's lesson. Using video resources is useful and simple, because the teacher can replay some parts of the video which are not clear for the students. Also, he says that using subtitles in a video can help students to understand the material better, because they can read something they did not understand. He gives advice how to prepare a class for watching a video. As for preview activities, he offers to discuss the topic of the video and the vocabulary that will be in the video.

While watching the video, the teacher should give the students a worksheet with instructions. Tasks can be oriented on different things – grammar, function, lexis or pronunciation. Scrivener says that focusing on gestures and body language is extremely important when studying functional language. After watching the video, the class can do some activities such a writing a letter from one character to another, study the new language, etc.

The teacher should make students think and challenge them. He/she can ask some basic questions such a "Where are they?" or "What were they doing?" There may be a group activity in class. The teacher can divide the class in two groups. One group should watch the video for one minute and then tell the second group what they were watching. Then the second group watches the video and continues to tell the story to the first group. In the end they should have the whole story. Watching one- or two-minute clips can be extended by the exercise. The teacher asks the students to copy subtitles from the video and then all students can compare what they have done.

Watching a video is not a very hard process and nowadays teachers use it quite often. For some of them it is a real headache to deal with a machine. But if a teacher spends two or three minutes before the lesson dealing with the machine, then all problems can be solved. Students really like to watch videos, because it makes lessons more attractive and enjoyable.

1.4 Social networks

Jess Fee (2013) in her article "7 Ways Teachers Use Social Media in the Classroom" describes how useful social networks can be for the study process. She writes about massive open online course (MOOC), where students can study online. This course was opened at Coursera. Students used the hashtag "artmooc" to communicate in social networks such a Flick, Twitter, Instagram, Facebook. She writes:

It was fascinating to see learners from all over the world wanting to connect with one another in order to build a sense of community. (Fee, 2013; para 7)

Social networks help people to self-organize to smaller groups where they can deal with study problems. Groups can be based on commonalities such an age, sex, social problems, hobbies etc.

Studying with a hashtag can be wider. The author offers to use hashtags not only to connect students but to make lesson more interesting. She describes a way how students can ask a guest speaker questions without disturbing him:

Another way to incorporate hashtags during classroom discussions is to encourage students to tweet questions to a guest speaker as the speaker is talking. This is exactly what Mara Einstein and Chad Boettcher did for NYU's Innovations in Marketing class. This method ensures that students don't interrupt the speaker while he or she is talking. More importantly, however, is that it also engages the students' social communities outside of the classroom, so people who aren't taking the class can also chime-in with questions for the guest speaker. (Fee, 2013; para 13)

Using "cloud" services (such as LinkedIn, Google Hangouts, etc.) can be useful for teachers who cannot be at school all the time. These services help teachers to teach remotely. From the author's point of view, the best service for remote study is Edmondo. Edmondo helps to create a digital class. On Edmodo, you can vote, post assignments, create a class assignments calendar, and upload photos and messages to students. This program helps students to enlarge their language skills (writing, listening, reading and speaking).

The teacher should give a good example of how to use social networks inside and outside of class, writes Shadi Mirza (2014). For example, creating a class Facebook page can be a good beginning of class communication outside the school. This page should be monitored by the teacher all the time.

Social networks give an opportunity for students who want to improve their language skills not only at school. They can use different social networks and different ways to achieve their goals in language learning. Teacher's task is that he/she can show how to use it. Students can learn language independently or in class, because social networks are available all the time if you have an Internet connection.

CHAPTER 2. Use of Alternative Resources and Techniques

This research paper is aimed at proving that students can use resources that are common for them to learn a language and develop their language skills. These sources are easy to find, because many teenagers use these sources for the intended purpose. Modern technologies are designed for life simplification. Alternative ways of learning English can help students to study English better using methods which are familiar to them.

To prove this statement, a questionnaire was made. 40 pupils from two different Narva schools were questioned using the questionnaire. 9th grade pupils of *Narva Pähklimäe Gümnaasium* and *Narva Kesklinna Gümnaasium* were questioned. Also 5 different language teachers from 3 different schools were questioned. Pupils are 15-16 years old, there are boys and girls. They all have English language lessons. Teachers have 15-24 year work experience. All of them have 4-26 hours of English per week. All teachers are women.

To conduct the survey, I asked teachers in two schools (in *Narva Pähklimäe Gümnaasium* and *Narva Kesklinna Gümnaasium*) to meet with 9th grade pupils in the lesson of English and distribute the questionnaire. A little introduction was made in the lesson, where it was explained how to answer this questionnaire. After it teachers of English also answered to their part of the questionnaire.

The questionnaire has two variants – for teachers and pupils (see Appendix 1 and 2). All respondents had a questionnaire on two pages with four questions. This questionnaire is divided into two parts. In the first part, they should choose the appropriate method that they like and describe how it can be useful for them. In the second part, pupils and teachers should describe, why they think that these methods are useful or not.

2.1 Pupils' questionnaire

The first question for pupils was about their use of different alternative learning ways at school and at home. Different resources are listed in this question, such as: online video resources (YouTube), weblogs, Microblogs, computer games, cloud services (iCloud, LinkedIn) and remote study services. Then pupils had to choose how often they use these resources (each lesson, mostly each lesson, 2-3 lessons a week, once a week, do not use). 24 pupils said that they use at least one of the resources at school. It means that 60% of pupils use alternative ways of learning at school. The most popular way to learn a language alternatively is online video resources. 10 pupils who use alternative methods use YouTube in

their study process. In the second place are online courses and "cloud services". Eight pupils (16 in sum) use these methods in their study. But four pupils who use online courses use them almost each lesson. Microblogs (such Twitter and Tumblr) are used by four pupils for their study and only two pupils use social networks for educational purposes. Some pupils use more than one method in their study.
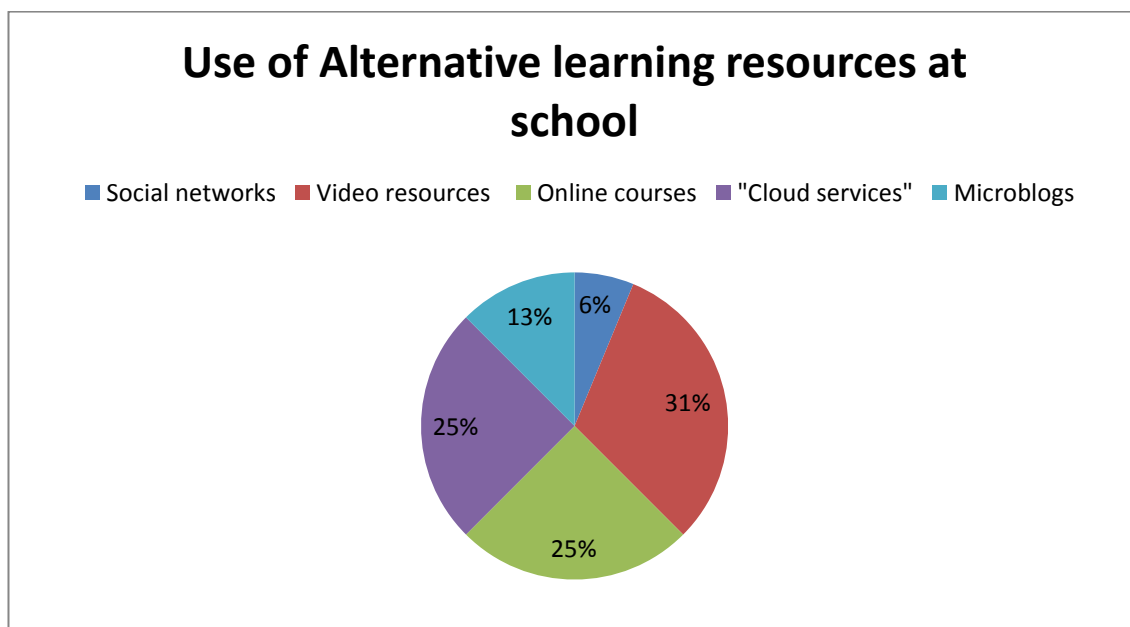

Figure 1. Use of Alternative learning resources at school

The second part of the first question was about the usage of the alternative resources at home. All pupils answered that they use alternative methods at home for language learning. And the most popular alternative way for pupils to study English at home is social network. 36 pupils use different social networks (such as VK or Facebook) at home. 22 of them do it more than 3 times a week. YouTube and other video resources are in the second place. 22 pupils use it at home and 13 of them use it more than 3 times a week. Microblogs, computer games and online courses are in the third place. Only 18 pupils for each of the methods use it independently. Computer games are a more often used method, because 11 pupils play computer games more than 3 times a week. Cloud services are used by 14 pupils and only 8 pupils use weblogs.
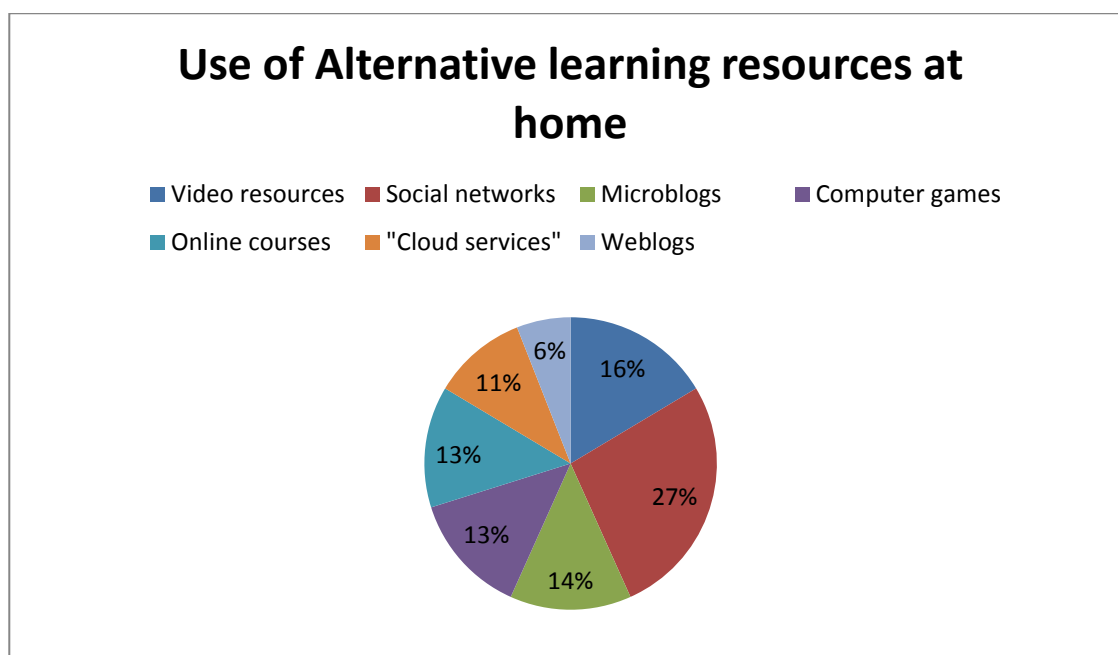
Use of Alternative learning resources at home

■ Video resources ■ Social networks ■ Microblogs ■ Computer games
■ Online courses ■ "Cloud services" ■ Weblogs

Figure 2. Use of Alternative learning resources at home

From the first question we can conclude that alternative learning methods are popular among pupils. But they use it mostly at home. Each student knows how to use YouTube or Twitter and the aim is to make them use it at school more.

The second question gave pupils an opportunity to express their thoughts about alternative resources for language learning. They answered to the question whether alternative resources for language learning can be useful to pupils or not. Surprisingly, 39 pupils out of 40 pupils answered that alternative learning methods can be useful for pupils. Also, they could express their opinion on this topic in this question. Most popular answers were that alternative resources are such resources that pupils use in their everyday life, and that is why it is much easier to understand new information from these sources. They think that alternative resources can be more attractive than traditional ones. Information from the Internet is much easier to find than from traditional sources. They said that communication in social networks with native speakers can help them to enlarge their vocabulary better than exercises from books. It is great practical experience. One of the pupils wrote that alternative learning methods can help him to look at the language from the other side (not only grammar rules and boring texts, but interesting practice and entertaining). Some of them added that alternative learning resources can motivate pupils to learn language independently. They said that a large variety of alternative resources helps to choose the best ones according to the personal preference. Alternative learning resources are closer to the language environment than traditional ones. Internet can offer different ways to explain the same topics. Such thoughts were espressed by the pupils who like the idea of alternative learning. But the pupil

who dislikes this idea wrote that computer can interfere with the the learning process, because pupils can be distracted by other online activities that are not connected with their study process.

Four pupils also added why they think that pupils can avoid alternative learning resources. Three of them chose that students do not want to change anything in their learning style. Two pupils wrote that it can be hard for pupils to adapt to alternative ways of learning English. And only one who dislikes the idea of alternative learning wrote that these methods are not effective in comparison with traditional ones.

And the last question for the pupils was about their own usage of alternative resources which are not listed in the questionnaire. Some of them wrote that they use special websites to learn English. One of these sites is LinguaLeo. One pupil wrote that the idea of this website is to enlarge grammatical skills and vocabulary. Some of them use Google to find extra exercises and different rules. The most interesting thing is that some pupils watch movies in the original language with subtitles in English and it helps them to learn new words and phrases. In addition, the others read books in English. And the last group of students visits different courses and the language cafe in Narva College where they can speak and listen to a foreign language.

2.2 Teachers' questionnaire

The questionnaire for teachers consists of four questions. These questions differ slightly from students' questions. The first question was about alternative resources that teachers use in their lessons. Different resources are listed in this question, such as: online video resources (YouTube), weblogs, Microblogs, computer games, cloud services (iCloud, LinkedIn) and remote study services. Then teachers should choose how often they use these resources (each lesson, mostly each lesson, 2-3 lessons a week, once a week, do not use). Two out of five teachers use only video resources, such as YouTube. They also commented on their choice. They wrote that the use of video depends on the topic they discuss in class. One teacher wrote that she uses video resources and remote study services, but she does it rarely. The last two teachers wrote that they use online video resources, blogs, cloud services, remote study services and social networks in their lessons more often than 3 times a week. One teacher uses other "alternative" methods in class. She uses a smart board in her teaching process.
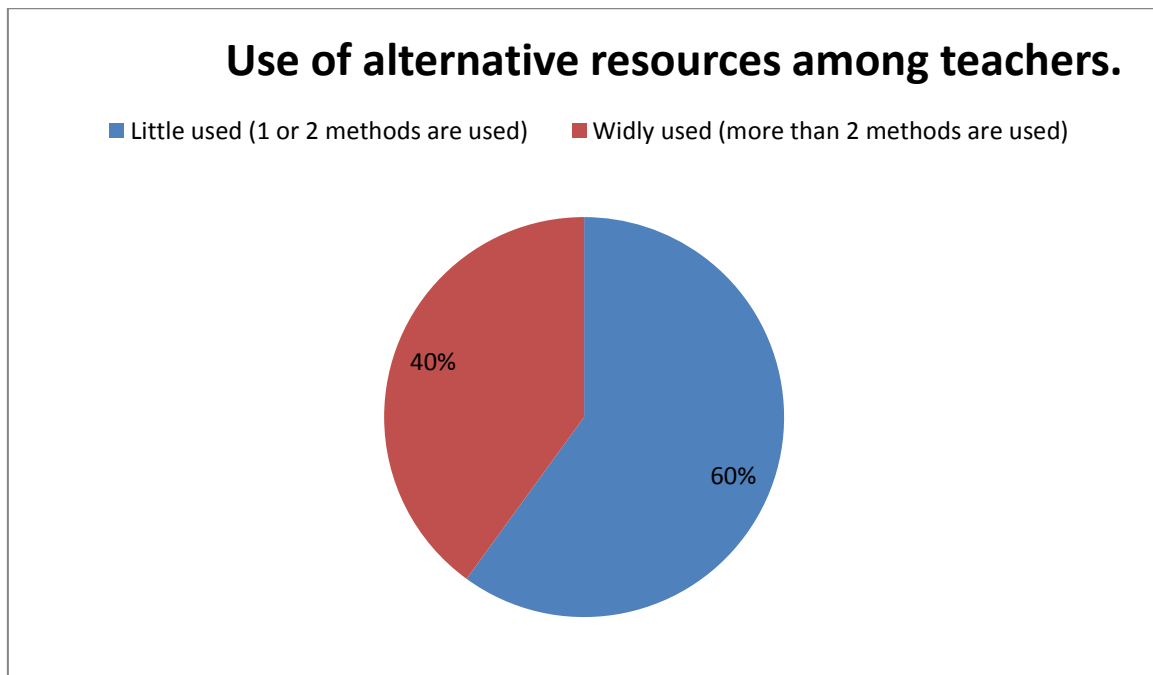
Use of alternative resources among teachers.

■ Little used (1 or 2 methods are used) ■ Widly used (more than 2 methods are used)

Figure 3. Use of alternative resources among teachers.

The most popular alternative resource among teachers is video resources. The least popular are computer games. None of the teachers uses this resource to teach his/her students. The following figure shows the popularity of each resource among teachers.

Popularity of each resource among teachers

■ Online video resources ■ Weblogs ■ Microblogs
■ Computer games ■ "Cloud services" ■ Remote study services
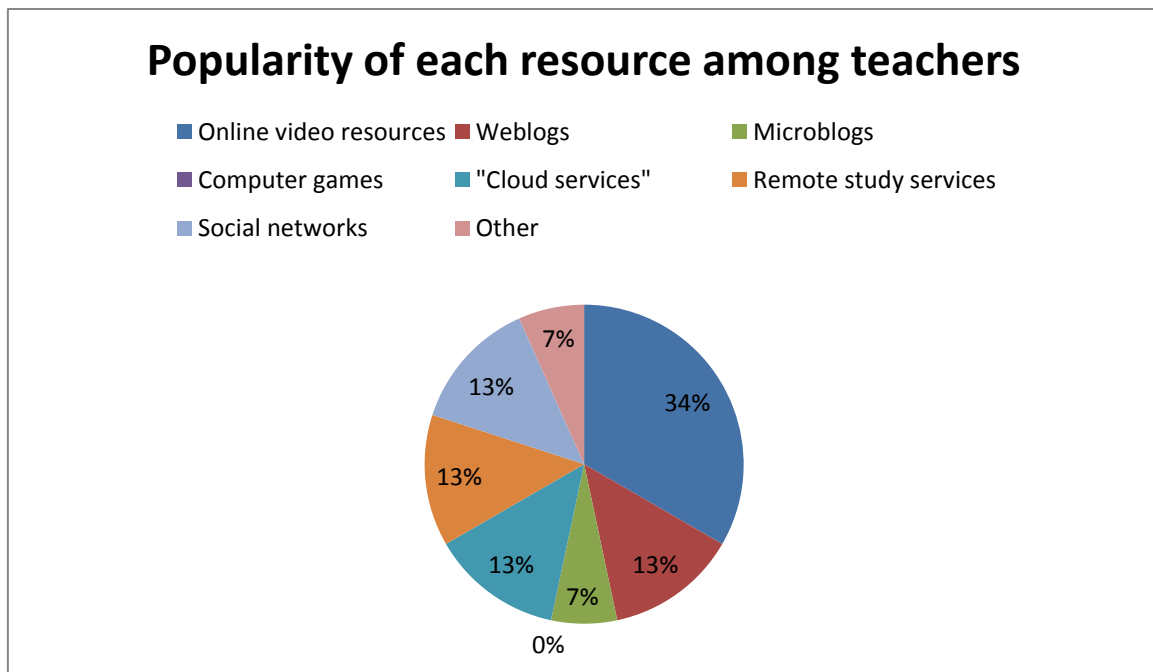■ Social networks ■ Other

Figure 4. Popularity of each resource among teachers

The second question gave teachers an opportunity to express their thoughts about alternative resources for language learning. All five teachers answered that these resources

can be useful for pupils and students. They could also give their comments. One of them wrote that now computers are a common part of pupil's life and it will be good if the computer started to be a part of teaching and learning environment. The other teacher wrote that the Internet can help pupils always get fresh information and find something that they are interested in. Third teacher wrote that computer devices arouse interest among pupils. And the last one answered that alternative ways can be used only as additional material.

In the next question teachers could write why they think teachers may not use alternative ways of learning English. Two teachers commented why they think other teachers do not use these methods. One of them wrote that she has not got enough knowledge in this area. She added that searching information from the Internet takes too much time and that is why others do not use it in their work. Second teacher wrote that teachers do not use alternative resources of learning English because they are afraid and do not want to acquire knowledge about new technologies. The teacher who wrote this was the youngest teacher among the respondents.

The last question for the teachers was about any additional alternative ways that they use in their work with pupils. Four teachers commented on this question. One of them wrote that she uses a smart board. Two teachers listed such things as developing lexical games or PowerPoint presentations. But they also added that these methods are old-fashioned and now it is better to use something new in the teaching process. The last teacher wrote that she uses different websites where pupils can find texts in English on different topics (for example, she named CV-Keskus.ee, where we can find advertisements in English).

2.3. Research conclusion

In conclusion it is acceptable to say that the results were obvious. Two generations of people refer to one problem in an absolutely different way. As it was said in the hypothesis, young generation can use resources that are common for them to learn a foreign language and develop their language skills. They are familiar with new technologies.

All teachers use alternative learning resources in their teaching process. It means that we should not acquaint them with new technologies. They know how to use them. But they do not know how to use alternative ways in the teaching process. It would also increase pupils' enthusiasm for learning if a teacher gives them tasks where pupils should use microblogs, computer games or social networks.

Pupils use alternative learning resources mostly at home, when they communicate in social networks, play computer games or watch films. If only they could have an opportunity

to do it at school, it would be better for them. Because a teacher can develop an idea of how to use it better.

But for the teachers searching for new information on the topic is quite hard, because they have their own plan how to explain a new topic to the pupils. Some of them do not want to use alternative ways because they have not got enough experience in that area. Alternative resources for them are a very unusual and new area of teaching and less than half of the teachers know how to use it in their work.

It is good to analyze what can be done to make teachers use alternative ways. The most obvious variant is to make alternative ways available for the teachers. As the research shows, many teachers do not know how to use alternative ways. For them is quiet hard to find new information. Courses where is described how to use alternative ways will be made is perfect way to describe teachers the necessity of this ways. Students agreed with necessity of using these methods and only teachers should understand how useful these methods are.

CONCLUSION

Nowadays at schools teachers are faced with the problem that the technology that we have in our everyday life has come to school. Many teachers might not know how to use these technologies in the teaching process.

The idea of this paper is to describe which resources and techniques we can call "alternative" and how teachers can use it at school. The first chapter described four alternative resources which teachers can use in their work. These are social networks, blogs, video resources and computer games. Many ways how to use these resources in the lesson were described. Microblogs, for example, could be used for news searching and for in class communication. Weblogs are good way to create edublogs where teacher and students can write educational articles on a given topic. Computer games are good to teach writing and they attract players and get them involved in the tasks at hand. They also help players to deal with the problems that feel "challenging" in the game, but not "undoable". Video can combine listening activity with additional pictures. Making a video can help students to do new activities in English. All these reasons can increase student's motivation. Using video resources is useful and simple, because the teacher can replay some parts of the video which are not clear for the students.

The aim of this work was to describe a potential of these methods. To understand how teachers and students refer to these methods a survey was conducted. The questionnaire was divided into two parts: one for students and one for teachers. As a result of this survey, it can be concluded that students use alternative ways to learn English individually or to help with homework tasks. On the other hand, most teachers do not use these resources at school, because of many reasons. Some of them think that it is too hard but the others believe that this is useless. Only 40% of teachers think that alternative resources for language learning are the future of the teaching process.

To conclude this work it is good to say that the potential of these resources is proved and many modern technologies can be used in language learning to improve the outcome and make learning more interesting.

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Summary in Estonian

Tänapäeva kooliõpetajad puutuvad kokku probleemidega, et tehnoloogia mida me kasutame igapäevaelus on olemas ka koolis. Paljud õpetajad ei tea, kuidas selliseid tehnoloogiad õppeprotsessis kasutada.

Selle töö põhiline idee oli kirjeldada milliseid keeleõppe võtted ja materjalid on „alternatiivsed" ja kuidas õpetaja saab neid koolis kasutada. Esimeses peatükis oli kirjeldatud neli meetodit, milliseid õpetaja saab oma töös kasutada. Need meetodid on sotsiaalvõrgustikud, blogid, videoallikad ja arvutimängud. Peatükis oli kirjeldatud kuidas õpetaja saab neid kasutada. Näiteks, mikroblogisid saab õpetaja kasutada, et leida uudiseid ja suhelda koos klassiga. Blogid on head, et luua õpiblogid, kus õpetaja ja tudengid saavad kirjutada artikkleid antud teemal. Arvutimängud on head, et õpetada last kirjutada ja tekkivaid õppeprobleemid lahendada. Videot saab ühendada kuulamisülesandega ja lisaks see annab võimaluse vaadata pilte. Video kasutamine võib anda võimaluse teha uusi asju inglise keeles. Kõik need asjad suurendavad tudengi motivatsiooni. Video kasutamine on väga lihtne ja õpetaja võib täpsustada kõik momendid, millest õpilased ei saanud aru.

Uurimustöö põhiline eesmärk oli näidata keeleõppe alternatiivsete võtete ja materjalide potensiaali. Selleks, et saada aru kuidas õpetajad ja õpilased suhtuvad sellesse, oli läbi viidud küsitlus. Küsimused olid nii õpetajatele kui ka õpilastele pakutud. Tulemus oli selline, et õpilased kasutavad alternatiivseid meetodeid kodus kui nad õpivad iseseisvalt, aga õpetajad ei kasuta selliseid meetodeid koolis. Ainult 40% õpetajatest kasutavad alternatiivseid meetodeid vähemalt 1 kord nädalas.

Kokkuvõttes on vaja üelda, et keeleõppe alternatiivsete võtete ja materjalide kasutamine on hea mõte ja selles on suur potensiaal.

APPENDICES

Teacher's Questionnaire

Dear Respondent,

I am a student of Narva College of the University of Tartu and I am conducting a Bachelor's research into alternative ways and resources of English language teaching and learning. The information you provide will significantly contribute to my research. The survey is conducted anonymously and the results will be used only in a generalized form.

Please give some information about yourself

1. Gender: male   female
2. Teaching experience (years/months) _____
3. How many lessons of English a week do you have? _____

Please underline, circle or tick the suitable answer(s) to the following questions.

1. **Please specify which of these resources and techniques and how often you use in your work:**

Resources / techniques	Almost every lesson a week	Most lessons a week	Some lessons a week	Once a week	Other (please specify)	Not used
a. online video resources (e.g. Youtube)						
b. blogs (e. g. diary or class journal)						
c. microblogs (e.g. Twitter, Tumblr)						
d. computer games (e.g. Second Life, GTA, MMORPG)						
e. "cloud services" (e.g. iCloud, LinkedIn, Hangouts)						
f. service for remote study (e. g. massive open						

online course)						
g. social networks (e.g. Facebook)						
h. maybe you can add some alternative resources/techniques (if possible)?						

2. Do you think that the above resources / techniques can be useful for students and teachers of English?

Yes   No

Please describe why:

_____

_____

_____

3. If no, please answer why? (you can choose more than one option)

    a. such alternative ways/resources of learning English are not effective compared to the traditional ones

    b. it is difficult for students to adapt to alternative ways/resources of learning English

    c. I do not want to change anything in my teaching style

    d. I do not have sufficient knowledge/experience in this area

    e. Other (please specify):_____

4. Do you use any other 'alternative' resources and ways/techniques of teaching English in your lessons in addition to the ones mentioned above (in question 1)?

 Please specify:

_____

_____

_____

Thank you for your assistance!

Student's Questionnaire

Dear Respondent,

I am a student of Narva College of the University of Tartu and I am conducting a Bachelor's research into alternative ways and resources of English language teaching and learning. The information you provide will significantly contribute to my research. The survey is conducted anonymously and the results will be used only in a generalized form.

Please give some information about yourself

1. Gender: male   female
2. Age: _____ years
3. How many years have you been learning English? _____ years

Please underline, circle or tick the suitable answer(s) to the following questions.

4. **Please specify which of these resources and techniques and how often you use to study English at school and outside school:**

Resources / techniques	English lessons at school						English outside school			
	Almost every lesson a week	Most lessons a week	Some lessons a week	Once a week	Other (please specify)	Not used	Every day	Five – three times a week	Once or twice a week	Not used
a. online video resources (e.g. Youtube)										
b. blogs (e. g. diary or class journal)										
c. microblogs (e.g. Twitter, Tumblr)										
d. computer games (e.g. Second Life, GTA, MMORPG)										
e. "cloud services" (e.g. iCloud, LinkedIn, Hangouts)										
f. service for remote study (e. g. massive open online course)										
g. social networks (e.g. Facebook)										

h. maybe you can add some alternative resources/techniques (if possible)?										

5. Do you think that the above resources / ways of learning can be useful for students of English?

Yes   No

Please describe why:

_____

_____

_____

6. If no, please answer why? (you can choose more than one option)

      f. such alternative ways/resources of learning English are not effective compared to the traditional ones

      g. it is difficult for students to adapt to alternative ways/resources of learning English

      h. I do not want to change anything in my learning style

      i. I do not have sufficient knowledge/experience in this area

      j. Other (please specify):_____

7. Do you use any other 'alternative' resources / ways of learning English in your studies in addition to the ones mentioned above (in question 1)?

Please specify:

_____

_____

_____

Thank you for your assistance!

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