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Сучасні тенденції викладання іноземних мов у закладах вищої освіти: Матеріали III Міжнародної науково-практичної онлайн конференції, 13 травня 2021 р. – К., 2021. – 148 с.

Збірник містить матеріали щорічної науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція зібрала науковців з різних міст України, Норвегії, Іспанії і Чеської Республіки. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів і викладачів.

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III Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference, 13 May 2021. – K., 2021. – 148 p.

The collection contains proceedings of the annual international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Norway, Spain and Czech Republic took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates and lecturers.

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DEVELOPING EFL STUDENTS' SPEAKING SKILLS: 21-DAY VLOG CHALLENGE

Keywords: EdTech, self-regulation, speaking skills, vlogging, Graasp.

Introduction. The EFL classroom has been changing over time. Technologies are transforming the way we teach and learn. Meaningful use of EdTech is essential in the times of the coronavirus COVID-19 pandemic worldwide that is causing a big transition from face-to-face on-campus teaching to online classes.

It is worth saying that a rapidly growing body of theoretical research on blended, virtual, hybrid, and collaborative online international learning (COIL) [1] proves that it is *personalized, authentic, ubiquitous, dynamic, social, self-regulated lifelong learning* mediated via gadgets and potentially available anytime anywhere. It is clear from the literature [4, 5] that pedagogical understanding was not developed at the same speed that the laptops, smartphones, iPads, or computers were being handed out to students. What seems to be the reality in university classrooms in the world,

and particularly in Ukraine, is that even though educational technology is being used, it is not providing the intended learning outcomes (ILOs) at the same rate that these technologies are being incorporated into the everyday EFL classroom experience. The problem is that there is a gap in our knowledge of what is happening *with* technology and learning *for* students.

Methodology. The study participants were fourteen 1st-year undergraduate Translation Studies students in the Department of Germanic Philology at Sumy State University, Ukraine. In December 2020, we started a project titled '*A 21-Day Speaking (Vlogging) Challenge*'. It was a 21-step intensive EFL course aimed at honing their speaking, presentation, digital literacy, and self-regulation habits. Fact is, habits are hard to alter, and that is why developing a good habit is worth the struggle. But the first days seem to make the most significant difference, so it is worth trying to be particularly diligent at the beginning of the attempted-habit-acquisition process. According to the research [2], three weeks/21 days is a minimum period to build a new habit. On average, it takes more than two months before a new behaviour becomes automatic, 66 days to be exact.

From my perspective, if you really want to engage students and make sure that they are learning and that they have mastered certain things, you need to get them to the point where they are creating based on their knowledge. So, the study participants were exposed to a video blogging (shortened to vlog (/vlog/), i.e., vlogging) experience to improve an array of hard and soft skills outside the classroom, as well as to make their learning in an online environment more absorbing and full of real-life challenges. The students were supposed to start their vlog and post their videos on a social learning platform *Graasp* [3] daily for 21 consecutive days to keep those habits in place. *Graasp* is an agile, versatile, and comprehensive educational resource for creating, sharing, exploiting, and archiving personal learning spaces. It supports collaborative and inquiry learning, using online labs, knowledge management, creating personalized spaces.

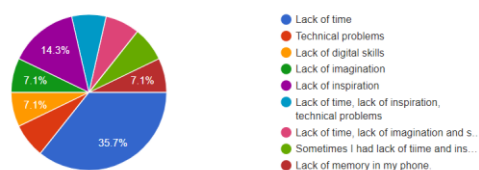
A vlog is a form of blog for which the medium is video and is a form of web television. Vlog entries often combine embedded video (or a video link) with supporting text, images, and other metadata. Entries can be recorded in one take or cut into multiple parts. The vlog category is popular on the video-sharing platform YouTube. In recent years, vlogging has spawned a large community on social media, becoming one of the most popular forms of digital entertainment. It is popularly believed that, alongside being entertaining, vlogs can deliver deep context through imagery as opposed to written blogs. Students could choose from different types of vlogs, e.g., *Personal Vlogs*, *Live Broadcasting Vlogs*, *Informative Vlogs*, *Bereavement Vlogs*, *Conversational Vlogs*, *Motovlog*, etc. To create a vlog, students had to follow the instructions: (1) create a theme and a purpose for a vlog; (2) name their vlogs; (3) prepare the content; (4) record a video; (5) post and share their video blogs with their classmates and teacher on *Graasp*; (6) keep their vlogs updated; (7) comment on their peers' vlogs.

Meanwhile, it is worth highlighting some essential points in more detail. There are *three main stages* that students should pass to make a proper vlog with a fluent speech. The *first stage* of making a vlog is preparation. Here, they think over the subject of the video, its content, the suitable editing video software, and, if necessary,

some background music. While choosing a topic, they should consider the key demands: the topic should be up-to-date, engaging, and valuable for their peers; rude or low colloquial words should be avoided. In this stage, students also concentrate on how to make their speech accurate and fluent. They start to write scripts, read them out loud, and practice enunciation. Reading the script several times will give them the confidence to deliver the speech properly without looking at the notes. As they say, 'Sharing is caring'. And it is in the *second stage* when they can upload and share their vlogs on *Graasp*. In the *third stage*, they get feedback through comments on a daily basis.

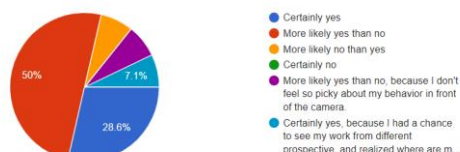
Results and discussion. Upon the project completion, the data were collected with a Google Form self-report questionnaire devised for that study and based on a thorough theoretical literature review. This questionnaire was designed to collect qualitative and quantitative data to maximize the reliability and validity of the study. The results of the qualitative and quantitative analyses revealed that even though students' reported on several technical constraints and digital literacy challenges that influenced their use of mobile devices and gadgets for educational purposes (see Pic. 1), their perceptions were overall positive (see Pic. 2). Most of the students indicated that they had contributed to their English language learning during the study, and such activity made their learning more absorbing and engaging.

What difficulties did you have while creating your video project?
14 responses



Pic. 1

Do you think that participation in the "21-Day Vlogging Challenge" improved your self-reflection?
14 responses



Pic. 2

Conclusion. The present study aimed to replicate an authentic real-life experience, foster students' creativity and self-regulation, and increase their desire to speak and communicate. Assumably, its success became possible due to the design of enriching language learning experiences. The study findings proved that the incorporation of creative, challenging MALL/CALL tasks raised students' overall satisfaction associated with the use of EdTech in EFL learning. Students today, who are called digital natives, are apt at using technology. Tools such as laptops, smartphones, and tablets are already second nature to them. Taking technology out of the learning equation would be removing an integral part of the students' abilities. Likewise, even if the student is not already technology-savvy, that is even more of a reason to embrace the digital skill. From my perspective, EFL educators should be harnessing this power of technology to enrich learning and bring memorable experiences to the classroom.

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USING ENGVID, TED, NATIVE ENGLISH, ENGLISH TEST PLATFORMS TO INCREASE MOTIVATION OF STUDENTS DURING DISTANCE LEARNING PROCESS

Key words: EngVid, TED, Native English, English Test, motivation, distance learning.

Introduction. If even before the conditions of distance learning the problem of motivation to learn a foreign language was relevant with a constantly changing socio-cultural orientation, then during the pandemic it became even more important. Tasks that constantly need to modernize the learning process: first, regularly update the content and structure of the research material, the introduction of new technologies and teaching methods, the introduction of new standards and information and communication innovations that significantly increase motivation. But the issue remains unresolved to the extent. This, in our opinion, is due to a lack of understanding of the essence of the category of “motivation”, ways to motivate students, opportunities to model their cognitive activity. It is important to increase motivation is the awareness of needs, interests, existing competencies, general education level of students, as well as the teacher's knowledge of teaching styles, technologies and teaching methods, new information and communication technologies. The purpose of this study is to determine the methodological possibilities of using EngVid, TED, Native English, English Test platforms to increase communicative motivation in learning a foreign language.

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