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**INTEGRATION OF AUTHENTIC LANGUAGE ENVIRONMENT AND TEACHING ENGLISH FOR
SPECIFIC PURPOSES IN GOOGLE CLASSROOM**

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Abstract

Learning activities can be integrated into an authentic language environment by means of Google classroom platform. The main objective of the study is to analyze the advantages of Google classroom for teaching English in technical higher institutions. The idea about creating a hyper textbook with general and specific components for various specialties is suggested. Empirical study of implementation of Google applications for language education at Moscow Aviation Institute is analyzed. The benefits of using open educational resources to meet the students' learning and professional needs are explained. Different creative activities for collaborative and individual learning are described. Effective time-management of the lesson and better communication between the students and the teacher is achieved by means of this platform. The adequate change of activity will increase students' productivity. Google classroom is recommended to organize English teaching in multi-level groups with different learning styles. The results of this study indicated that individual learning trajectory helps to achieve better results during the English course at the University. This study seeks to contribute to the methodology of developing language skills while teaching English for specific purposes with ICT tools.

Keywords

English for specific purposes – ICT tools – Individual learning trajectory – Google classroom

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PH. D. OKSANA V. CHUSKINA

Introduction

The training of engineers and technicians for the Aerospace industry includes studying general and specialized technical subjects for different specialties: aircraft and spacecraft engineering, control systems and computer science in engineering, propulsion engineering. It goes without saying that standard English language courses cannot cover the scope of topics to match the curriculum of each specialty at the University. Nowadays there is a tendency to advance the generalist approach in English language teaching for a more versatile workforce. Multitasking, multi-purpose of foreign language training and expanding the portfolio of competencies of graduates of non-linguistic universities tends to become contemporary demands. On the other hand it makes sense to tailor English course for every narrow technical specialization. Individual learning trajectory can be designed for students with different learning needs and English levels and it can be effectively carried out in Google classroom. Google Suite (including Classroom, Drive, Docs, Forms and Slides) helps to integrate an authentic language environment into the classroom so the students get not only ready-made knowledge but also opportunities for creative activities.

A foreign language environment can be created through the use of authentic materials by means of computer technologies. This language environment increases natural learning when learners immerse themselves in the target language. The audio and video materials presented in the podcasts and YouTube are becoming available training tools that replace language labs. Indeed, modern students are more likely to choose a telephone with Internet access rather than a pen and a notebook. Moreover, students' ICT competency is usually higher than that of teachers. So there is no need to spend time in class discussing the technical aspects of using applications, downloading files, registering, etc.

In addition, Google drive gives access to teacher's reserve bank of tasks for more efficient use of time and more variety. Sometimes, the real classroom situation requires switching to another task to create a psychologically comfortable atmosphere or to break the ice. The adequate change of activity will increase students' productivity. For example, solving the crossword puzzle should obviously contribute to the formation of language skills. However, if it does not correspond to the students' English level it becomes time consuming and disappointing. Thus, creating a crossword puzzle with special programs like Wordcloud, Mindmap seems to be more satisfying language activity. In fact, the emotional factor, psychological comfort, and the creation of success situations make up the synergistic effect of group work.

In conditions of a limited course duration (36 class hours per semester) time becomes a crucial criterion. So we choose methods, tools and technologies to achieve the maximum result with minimal time. With Google classroom we can trace the time the students spend on different tasks and figure out the right variables for formula of the effective assignment and time management of the lesson.

Google classroom is especially effective to organize work in a multi-level group because it can provide an individual learning trajectory. An individual learning trajectory can correspond to the level and the learning objectives of the students. It is possible to take into account the preferred learning style as well as psychological characteristics of the students.

Each student's progress can be traced in an individual portfolio of the completed tasks. The accumulative system of individual achievements is represented with grammar

tests, posted projects and creative tasks. Each student's work collection is automatically formed; students can attach files of various formats to collect individual portfolios. It may serve as a motivational benefit of using Google classroom for teaching English for Specific Purposes.

Theoretical basis

The researchers share their experience of using various Google applications in higher school. Ivleva, Lapteva & Sonyem¹ highlighted the opportunity to access teachers' course materials in Google Drive at any time, any place with multiple devices by the students. Al-Marouf & Al-Emran² examined the effectiveness of using Google Classroom and concluded that technology makes learning and teaching more student-centered, promotes learners' autonomy and helps them feel more confident. Basher⁴ performed the research to find out the impact of Google classroom application on the teaching efficiency and the factors that affect its acceptance among undergraduates' students.

Ahmadi³ also emphasized the positive impact of integrating technology into the classroom on English language learners. Indeed, students can work at their own pace; they do not feel pressured in order to keep up with their surrounding peers and focus on their understanding of the topic. Using online forums in language learning will stimulate students to become involved in multiple activities and keep them participating in class. Technologies provide multiple opportunities for graded written assignments, including threaded discussions, papers, web research, and online exercises⁴. A number of studies investigated the use of mobile technologies for the formation of vocational foreign language communicative competence⁵.

¹ A. Yu. Ivleva; I. V. Lapteva & A. B. Sonyem, "Topical Issues of Bachelor-Translator's Basic Linguistic Training in Higher School: The Introduction of Communicative-Functional Approach to Translation Teaching", *Integration of Education*. Vol: 22 num 2 (2018): 324-338. DOI: 10.15507/1991-9468.091.022.201802.324-338

² R. Al-Marouf & M. Al-Emran, "Students Acceptance of Google Classroom: An Exploratory Study using PLS-SEM Approach", *International Journal of Emerging Technologies in Learning (iJET)*. Vol: 13 num 6 (2018): 112-123. <https://online-journals.org/index.php/i-jet/article/viewFile/8275/4996>

³ M. Ahmadi, "The use of technology in English language learning: a literature review", *International Journal of Research in English Education*. Vol: 3 num 2(2018): 115-125. <http://ijreeonline.com/article-1-120-en.pdf>

⁴ M. Kaur, "Using Online Forums in Language Learning and Education", *Inquiries Journal. Student Pulse*. Vol: 3 num 3 (2011). <http://www.inquiriesjournal.com/a?id=414>; Z. Y. Liu; N. Spitsyna; S. Zubanova & A. Vekilova, "Using Internet resources for remote language learning", *International journal of emerging technologies in learning*. Vol: 15 num 13 (2020): 22-33. DOI: 10.3991/ijet.v15i13.14653. 22-33 y R. S. Nagovitsyn; E. G. Zamolotskikh; I. I. Potashova & L. V. Rybakova, Model of the system of raising the social status of the teacher in the region on the basis of a pedagogical university", *European journal of contemporary education*. Vol: 8 num 2 (2019): 315-327. DOI: 10.13187/ejced.2019.2.315

⁵ E. V. Dumina, "Using Mobile Technologies for the Formation of Vocational Foreign Language Communicative Competence in Students Specializing in the Sphere of Information Security", *Vestnik of Moscow State Linguistic University*. Vol: 16 num 755 (2016): 30-41 http://libranet.linguanet.ru/prk/Vest/16_755_2016.pdf; M. I. Dolakova; S. G. Zubanova & D. A. Pashentsev, "The legal basis for the implementation of the financial policy of the state in the Russian Empire of the second half of the 19th century", *Vestnik of Saint Petersburg University -law- Vestnik Sankt-Peterburgskogo universiteta-pravo*. Vol: 9 num 4 (2018): 452-466. DOI: 10.21638/spbu14.2018.401

Kulikova⁶ studied alternative technologies in ensuring flexibility of foreign language teaching of non-linguist students and supported the ideas of informal and non-formal education. Boyarinov⁷ examined informal and non-formal education in the context of an adaptive networked educational environment. We share the opinion that the teacher acquires the role of the organizer of the educational process, consultant and assistant, whose task is to revitalize students and create situations that encourage them to analyze the received information⁸.

Collaborative learning improves student knowledge by combining strengths, sharing responsibilities and learning from one another⁹. While working together, students generate online materials that reflect what they have learned and show connections between their prior knowledge, the course content, and their personal experiences¹⁰.

A great advantage of video is that it provides authentic language input in order to expose foreign language learners to the target language¹¹. The use of video as an audio-visual material in foreign language teaching classroom was studied by Çakir¹². Simultaneously hearing and reading foreign words help incorporate what the audience hears through their phonetic understanding of the language¹³.

Written communication via Google applications provides more comfort for shy students to express their ideas. Suwantarathip & Wichadee¹⁴ analyzed the effects of

⁶ O. V. Kulikova, "The alternative technologies in ensuring flexibility of foreign language teaching of non-linguist students. World of science", Pedagogy and psychology. Vol: 1 num 7 (2019). <https://mir-nauki.com/PDF/31PDMN119.pdf>

⁷ D. Boyarinov, "Informal and non-formal education in the context of an adaptive networked educational environment", Problems of modern education. num 1 (2019):135-142. <http://pmedu.ru/images/2019-1/14.pdf>

⁸ A. Sirotova & M. Sergeeva, "Procedural characteristics of integrated teaching of a foreign language and professional disciplines in a non-linguistic university", Scientific and methodical electronic journal "Concept". num 4 (2019): 47-58 URL: <http://e-koncept.ru/2019/191029.htm>.

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⁹ E. Kusumawati, "The effect of watching English movies with subtitles on ESP Students' content and vocabulary comprehension a study conducted at an Indonesia Politechnic Engineering", Engineering, education, and development studies (SEEDs). Vol: 2 num 2 (2018):139-150.

¹⁰ Teaching and learning Online. Communication, community, and assessment, University of Massachusetts Amherst, 2002. 45 p. https://www.umass.edu/oapa/sites/default/files/pdf/handbooks/teaching_and_learning_online_handbook.pdf

¹¹ M. Cutter, Using technology with English language learners in the classroom. Education Masters. (2015) y P. A. Ukhov; A. V. Ryapukhin; N. A. Biriukova & B. A. Dmitrochenko, "Problems of distance learning in the LMS Moodle environment through the eyes of students of Moscow Aviation Institute during quarantine (self-isolation)", Revista Inclusiones. Vol: 7 num 3 (2020): 412-426.

¹² I. Çakir, "The use of video as an audio-visual material in foreign language teaching classroom", The Turkish online journal of educational technology – TOJET. Vol: 5 num 4 (2006): 67-72. <http://www.tojet.net/articles/v5i4/549.pdf>

¹³ R. Trinder, "Informal and deliberate learning with new technologies", ELT Journal. Vol: 71 num 4 (2017): 401–412. <https://academic.oup.com/eltj/article/71/4/401/3038073>

¹⁴ O. Suwantarathip & S. Wichadee, "The effects of collaborative writing activity using Google Docs on students' writing abilities", Turkish online journal of educational technology – TOJET. Vol: 13 num 2 (2014): 148-156. <http://www.tojet.net/articles/13i2/13215.pdf>

collaborative writing activity using Google Docs on students' writing abilities. According to their findings, the collaborators group was found to have a better vocabulary gain compared with the individuals group. At the same time anonymous collaborative writing via Google Docs does not lead to more successful writing products¹⁵.

Collaborative writing was studied by Woodrich & Fan¹⁶ who discovered that online news sites and journals were the obvious choices for deliberate advancement of professional or ESP vocabulary. For instance, students find and share digital resources that relate to the topics on the curriculum, post them on learning management systems and comment on the contributions of others. It is the main advantage of Google classroom over printed textbooks.

Blended-learning paradigm is becoming popular nowadays i.e. when ICT is integrated into the curriculum to be used alongside the English textbooks inside and outside the classroom¹⁷.

Thus, learning with the web the students can solve language problems themselves, they are not limited with ready-made solutions provided by the authors of the text-books.

Methodology

Empirical data has been collected while using Google classroom for teaching the first, second and the third-year students at the department of foreign language for aerospace specialties in Moscow Aviation Institute since 2018 up to the present moment. Students are immersed in the professional environment by visiting museums, exhibitions, taking part in professional events as well as studying resources in the web. Some groups of students work at the enterprise from the first year of studying in the university, and they are more motivated to study English in a professional context.

A variety of open educational resources, professional magazines, and YouTube videos can be integrated in teaching English for specific purposes. In general, updated content attracts the students' attention to the field of professional communication in the Aerospace industry. Meanwhile, publishing new textbooks takes time, so the content of English textbooks becomes obsolete fast, because Aviation technologies are developing rapidly.

¹⁵ S. Liu & Y. Lan, "Social constructivist approach to web-based EFL learning: collaboration, motivation, and perception on the use of Google Docs", *Educational technology & society*. Vol: 19 num 1(2016): 171–186 y R. S. Nagovitsyn; D. K. Bartosh; A. Y. Ratsimor & N. V. Neverova, "Modernization of regional continuing pedagogical education in the "school-college-institute", *European journal of contemporary education*. vol 8 num 1 (2019): 144-156. DOI: 10.13187/ejced.2019.1.144

¹⁶ M. Woodrich & Y. Fan, "Google Docs as a tool for collaborative writing in the middle school classroom", *Journal of Information Technology Education Research*. num 16(2017): 391-410. <http://www.informingscience.org/Publications/3870>

¹⁷ T. Assulaimani, *The Future of Teaching English in Saudi Arabia*. *Universal Journal of Educational Research*. vol 7 num 8 (2019): 1623-1634 y M. R. Zheltukhina; N. V. Bondareva; L. L. Zelenskaya; I. G. Anikeeva; L. E. Malygina y A. V. Chistyakov, "Media promotion role of economic vocabulary: specific features and functions in presentation and advertisement", *Online journal of communication and media technologies*. Vol: 9 num 2, (2019). DOI: 10.29333/ojcm/5733

Watching short videos from YouTube has become the favorite students' activity outside the classroom. It seems to be very useful for all levels of communicative competence. Intermediate students answer general questions, find out specific information and comment on the video. English subtitles make watching videos more productive for beginners. For example, students mark the beginning and the end of the sentences; fill in the missing words from the video. Watching the video is an effective way to improve listening and pronunciation skills. Extensive listening is very beneficial for improving speaking skills because speech clichés and new words are better remembered in context.

Listening and reading are more psychologically comfortable activities when there's no need to express personal opinion in public thus demonstrating the lack of fluency. Sometimes students have no ideas to express because the topic is unfamiliar. So both the content and the form are equally important for effective communication. Therefore, it is advisable to Google search for ideas. Students find more articles or videos, the teacher selects the most interesting and suitable resources for further discussion in the class.

Google documents encourage collaboration and make editing easier. For example, highlighting the basic information helps to sum up the main ideas or attract the students attention to certain grammar forms and vocabulary. Thanks to the function of text highlighting, it is possible to adapt the articles for students' level of English. It's easy to highlight grammatical structures or vocabulary that we want to focus the students' attention. Students can translate only the selected sentences with a minimum of new terms or read the whole text. Reading the articles from technical journals requires understanding the author's emotionally colored vocabulary whereas the texts of traditional textbooks are usually emotionally neutral and adopted. There's always something interesting to discuss in the group. Creative group communication in the class is a real challenge, because it requires special atmosphere and motivation. Creating an authentic communicative situation in class demands empathy and interest that is why it's preferable when the students choose the resources themselves.

After the students submit their work to be graded, the teacher can return work along with the necessary comments so that the students can revise their assignments. We agree that this is a very useful feature to encourage the students' reflection.

At the same time, contemporary students are likely to have some inertia when they deal with new formats of creative tasks and seldom get down to business with much enthusiasm. Not all students are ready to communicate in English with groupmates. Generally individual tasks are more preferable than collaborative work. Some students react when the teacher asks direct questions but ignore anything that is addressed to others. In this case, Google applications help to adapt tasks to the situation in class. In our opinion communication should take the most of classroom time as well as analysis of mistakes, brainstorming and collaboration in the group. The informative function of the lesson is shifted to online lectures and Google search as theoretical material is now available on different websites. It's up to the teacher to recommend the right resources for the flipped class. In the information era of Web 2, the role of the teacher includes navigation, the selection of high-quality open educational resources to achieve educational goals.

Traditional grammar drills are replaced with online grammar exercises that are more effective because the students work on their own, they are more likely to correct and understand their mistakes if any. Thanks to the Google classroom, language exercises and tests with automatic verification can be done anytime, so it increases students' autonomous

work. Students can use the resources of different sites to revise theoretical information for the assignment. They do grammar exercises in extracurricular time at their own pace and with the ability to automatically check and analyze mistakes. In our opinion, the tasks to write a complete answer are more preferable than multiple-choice tasks. Teachers can create more specific tests with automatic verification using Google forms. The results of the tests can be calculated automatically and it is possible to analyze the students' progress.

A dynamic web-based course program using links to educational resources allows you to integrate the invariant and variable part of the course. There is a constant opportunity to update, edit, change learning material. Web-tasks of various formats with detailed description, evaluation criteria for the current, intermediate and final control are presented in the work of Titova¹⁸. She suggested digital design and structure of web syllabus. According to Titova the web syllabus of the language course program is very different from a published/printed version of the course, namely, the communicative module, allowing instant feedback and demonstrative module allowing to share the best students' works as examples to follow. Google classroom can substitute a universal English hyper textbook in technical universities. The traditional textbook for technical universities in Russia usually covers general engineering topics. Teachers of the department of foreign languages for Aerospace specialties publish textbooks to teach Aviation English in situations of particular professional communication. So, hyper textbook can combine both invariable and variable components of the curriculum.

Results

The results of the study showed that the students' professional thesaurus increased and it partly compensated for lack of language skills while understanding texts in professional context. Students with pre-intermediate English and insufficient motivation to study aerospace terminology still felt more comfortable doing basic language exercises from the traditional textbook rather than taking part in creative projects. Students were good at doing grammar exercises but they still mixed all auxiliary verbs and word order in real conversation. They still failed to achieve language proficiency at a conversational level and didn't demonstrate grammatical skills in their speech. The course of English for Specific purposes is effective in Google Classroom for different technical specialties and can have the same structure and the set of tasks to develop the similar competencies. However the particular tasks can be filled with specific content depending on the specialization.

Discussions

It goes without saying that various ICT tools enhance the students' learning. It seems that self-discipline and responsibility of the students increased thanks to the portfolio of the completed tasks. Students' writing performance improves while writing comments. In reality, the lesson does not always follow the scenario: the homework may not be completed, the topic was not interesting, or the planned task does not correspond to the level of students' foreign language proficiency. In these situations a learner-centered environment is achieved by better time-management of the lesson that makes the most effective use of contact time. The students get the teacher's feedback and it increases the quality of language education. The Google classroom can incorporate activities in different formats to develop all language skills in balance.

¹⁸ S. V. Titova, "Digital design and structure of web syllabus", Teaching methodology in higher education. Vol: 7 num 24 (2018): 93–99. DOI: 10.18720/HUM/ISSN 2227-8591.24.9

On the other hand plenty of open online resources and redundancy of information have to do with Ergonomics and Information Ecology. It's necessary to figure out the optimal workload at the lesson. It seems that productivity of the students increases with the level of English. It will take different time to do one and the same task for different students. Some tasks seem to be more time consuming than others. For example, the time taken to technical aspects of a task is not always directly proportional to its result in terms of language competencies. That's why it is desirable to regularly update or make changes to the designed course in Google class.

Conclusion

This study is consistent with the findings of previous studies that discovered the benefits of Google classroom for students' wellbeing and confidence in studying English that improves their English language proficiency. Dynamic curricula in Google classroom platform allows to combine the invariant and variable part of language training in a technical university. Thus we can deal with a dynamic hyper textbook which can be constantly updated unlike the static traditional textbook which reflects the author's vision of what students should know. So we deal with the textbook designed as a result of creative activity of the students and the teacher. At the same time the task of the teacher is to organize an effective and efficient learning environment. To conclude, Google classroom provides opportunities for versatile curriculum design when learners immerse themselves in the target language. It has a positive impact on autonomous learning because students can take control of their learning while doing online practice exercises. Further research can also investigate the optimal workload at the lesson depending on the used task formats.

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