

THE USE OF ICT TOOLS FOR TEACHING FOREIGN LANGUAGES IN THE MILITARY SECTOR

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Abstract

The article explores the issue of foreign language teaching using commercially available new technology tools that are becoming more and more active in the everyday life of the learner and the teacher, especially in the military sector. Interactive teaching has become an integral part of the process of learning and teaching the language. Interactive ICT education is a modern and effective form of education. It maximises students' commitment and activity and gives them the opportunity to choose their own paths of learning and development, tailored to their abilities. By participating in the classes, students develop a learning style similar to the research process that improves teaching effectiveness¹. Using electronic information resources requires the use of modern IT tools, information and multimedia techniques. Experimental research into the effectiveness of information technology in a military school education has demonstrated that the use of these technologies is conducive to: high efficiency in the transmission of didactic content and skills by combining education and entertainment in one act, enabling simultaneous activation of several perceptual channels simultaneously. The learning process takes into account the individual pace and degree of real autonomy of learning foreign languages in an active and creative way, increasing the motivation of students to develop the learner's cognitive abilities. It can also contribute to national safety to a great extent.

Key words: Internet, education, teacher, blended learning, ICT tools.

¹ E.H. Augusto-Navarro, *The Potential of Integrating Genre Analysis and Focused Attention for Developments in EFL Writing*, Revista Contexturas 2017, pp. 26–52.

Introduction. Literature review

Teachers should know their students, their personalities, characters and intellectual capacities, and it is important to know the best way to help them learn and motivate them to succeed. This difficult task is further complicated when the learners are adults and they learn a specialized language. This is the case when teaching a foreign language in the armed forces. The teacher is constantly confronted with the dilemma of what means and methods to use so that those who have been in contact with the situation of organised learning, also of a foreign language, are willing to work and achieve the best results. This article deals with the above-mentioned issues, with particular emphasis on soldiers as language students.

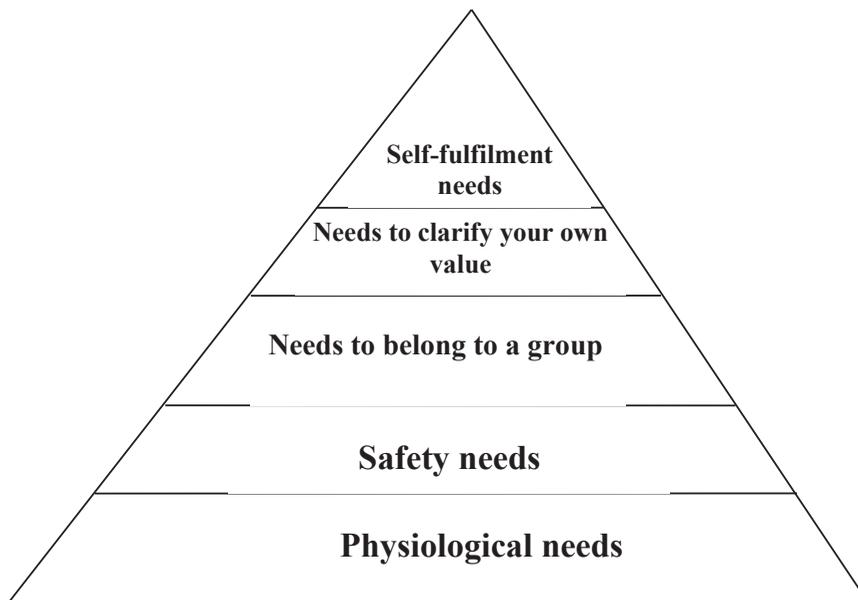
Adults come to the lecture rooms with a great deal of luggage, not only related to education, but also to a variety of life situations. Soldiers are a specific group whose experience is even richer. This concerns not only everyday matters, but also is the result of their professional experience, often as a result of facing problems with contact and communication with representatives of other cultures and customs. Because language is inextricably linked to the culture of a given country and its customs, knowledge about them is essential to understanding many of the issues that are being discussed in foreign language classes. Professional soldiers who have previously learned a foreign language in other institutions also realise what methods of teaching and learning are appropriate for them. They are also aware of what goals they want to achieve and are able to put in a great effort to get them.

In order to choose the best teaching method for a particular group, it is good to know what individuals can be most effectively motivated to learn. The question then arises as to what type of motivation prevails among students-soldiers. In the 1950s, Abraham Harold Maslow² defined a hierarchy of needs, which must be systematically satisfied to create circumstances conducive to learning a foreign language. He argued that physiological needs should be met first. On further levels, he placed: the need for security, the sense of belonging to a group, self-esteem and the need for self-fulfilment. The sixties brought important changes in

2 A.H. Maslow, *Motivation and Personality*, Harper & Row, New York 1970.

teaching languages in the army. In part, as a reaction to the mechanistic views of behaviourism, humanistic psychologists like Carl Rogers and Abraham Maslow suggested that the central motivating force in human life (as opposed to a rat or dog) is the tendency for self-fulfilment, in other words the desire for personal growth and full capacity development, the talents we have inherited.

In the military environment, in the case of teaching soldiers, the first two needs are certainly met. However, the need to belong to a group, which is already on the list, is a challenge for the teacher. It is the responsibility of the student to organise the learning environment so that the students of one group feel good about themselves. This is a difficult task when dealing with adults with different characters and personalities. Building the unity of the group serves a variety of tasks for students, especially in the early stages of learning. These are mainly tasks based on the information gap that students must complete by contacting other soldiers in the group. It is also about learning how to speak and communicate information. Fulfilling yourself as the last need in the Maslow hierarchy is the culmination point.



Graph 1. Hierarchy of needs by A. Maslow

Preparing soldiers for living and coping in the modern world is one of the goals of the education system. Education in the military must adapt to changing conditions - it cannot act in isolation from reality, so it cannot also act without modern technology. Information and Communication Technology (ICT) is changing the way soldiers communicate with each other, gain information, spend time, and gain knowledge. Computers, mp3 players, DVDs, radios, TVs and the Internet, used to convey different types of information, including text, graphics, sound and video, can greatly help soldiers at every level of education. The use of these devices and technologies in schools affects the learning process³. The smart use of ICTs allows for a change in the current concept of classroom teaching and, consequently, a change in their quality. It is inevitable today. This paper presents the opportunities and advantages of using the Internet as a technology supporting traditional teaching. Its aim is to present the tools and effects of using ICT in military schools and the still popular „blended learning” method in Poland, a mixture of modern tools with traditional teaching methods. The emergence of modern communications technologies, the rapidly growing information pools on computer servers, the growing technical capabilities of its processing and use, make them increasingly relevant to society. At present, it is difficult to imagine life without access to computer networks. The dynamic development of ICT has undoubtedly contributed to the development of a knowledge-based society, whose core feature is Life-Long Learning (LLL). Education from the moment the computer was used has become particularly important and has become more effective. The first use of computers in education was in the US at the turn of the 1950s and 1960s. Their popularity in schools began in the 1970s, and in the 1980s, 96% of teaching was computer assisted instruction (CAI). However, the rest of the world remained far behind the United States. The Open University of the United Kingdom was the first institution (founded in 1969) whose activity was devoted entirely to distance learning. It is still based on the active use of materials from the Internet, radio, and television. The first attempts to use the computer for educational purposes in Poland were made in 1966, and later in stages, with more and more frequent dissemination. In Poland, the first few computers connected to the Internet were launched in 1991 (Warsaw-Copenhagen). The number

3 H. Komorowska, *Methodology of Teaching Foreign Languages*, Fraszka Edukacyjna, Warszawa 2000.

only increased in 1995, initially only at military universities. Polish technical infrastructure was a hindrance to wider dissemination as it was not adapted for using the latest technologies⁴. Over time, it has been gradually modernised, enabling new solutions that are increasingly gaining in popularity. The widespread use of computers with Internet access in education has undoubtedly led to many nationwide projects being launched - Internet for schools, Interkl@sa, Internet in schools, etc. They have promoted the use of the Internet as a tool for gaining knowledge. The last years of the twentieth century saw the beginning of a new trend with the use of computers and the Internet in e-learning. It made it possible to promote distance learning - studying, learning foreign languages, attending courses, and studying at a military school has taken on another dimension, and many barriers have also disappeared. In most European countries, ICT is gaining in popularity⁵. In many countries, ICT is a self-taught subject.

The use of new technologies is often linked to the development of thinking skills or 'higher order thinking'. This article will explore some of the claims that have been made in this area and summarise the useful findings that emerge from research. There is a range of different approaches to understanding thinking skills and learning thanks to new technologies, each one of which has an impact on how the relationship between thinking skills and technology is conceptualised.

Teaching Methods - ICT tools used in teaching soldiers

In the 21st century, there is a „digital” generation for which new technologies are a natural thing because they are in touch with them from the first years of their lives. This is a generation that is difficult to reach without the use of natural, multimedia tools. It is absolutely necessary to adapt the forms and methods of teaching to the real tools that a student uses in everyday life (computer, Internet), and the teacher should be an inspirer, a scientific advisor and a guide to available information structures. ICT - Information and Communication Technology is based on the use

⁴ The issue was also discussed in the *Regulation of the Minister of National Education and Sport of 26 February 2002 on the core curriculum of pre-school education and general education in particular types of schools*.

⁵ E. Gajek, *Computers in the Teaching of Foreign Languages*, PWN, Warsaw 2004, pp. 32–35.

of so-called blended learning. The use of ICT tools is linked to the active inclusion of widely understood information and communication technologies in the teaching process. Examples include language classes. Traditional language teaching methods complemented by distance learning (e.g. e-learning, m-learning, blended learning) include a variety of teaching methods, allowing you to practice all language skills on the basis of varied exercises and tasks that undoubtedly determines efficiency. The process of teaching and learning a foreign language, as well as its quality and attractiveness⁶. One of the possibilities for diversifying language classes is to use interactive foreign computer games in learning a foreign language, thus introducing learning elements through fun. Below are a dozen tools worth using for lessons.

Blended learning

Blended learning is a modern and flexible learning and teaching technique. It is based on combining and interlacing two or more educational strategies at the same time, such as e-learning and direct teaching. This is the use of modern learning methods, i.e. working with a multimedia program, usually online and with the support of a traditional lecturer. The computer stimulates learning and gives it momentum, the teacher sets the direction, is a motivator and keeps track of progress in learning. However, the whole process could not take place without the teacher's expertise, especially in those situations where e-learning methods do not fit the educational goals. Blended learning is a mix of teaching methodology. It also uses several information channels, depending on the needs of the students.

Podcasts

Podcast (podcasting, podcasting) is a form of online multimedia content - audio or video, usually in the form of regular episodes, which can automatically subscribe

⁶ G.M. Chinnery, *EMERGING TECHNOLOGIES - Going to the MALL: Mobile Assisted Language Learning*, "International Journal of Education and Development using Information and Communication Technology", <http://lt.msu.edu/vol10num1/emerging/default.html> [accessed: November 2017].

to RSS technology (they can automatically download the latest „episodes”). There are many sites with podcasts to download. Podcasts are also often created by radio services (e.g. www.bbc.co.uk), television, and topic-specific portals. We can also create our own podcasts. We can record them with Audacity (a useful, free podcast program) and then use them in lessons. Podcasts can be played on any computer or mp3 player, so they do not have too many hardware requirements. They are an invaluable tool both in language classes (original language versions) and non-linguistic ones.

Screencasts

If you want to present an action or a process, take a look at the steps called Screencast. Screencast is nothing more than a movie recording of events displayed on a computer screen - the image you see on your computer. This film, along with the commentary of the person who performs these activities, performs instructional or presentation functions - is a kind of instructional film. It is a more modern version of screenshots (screenshots) and allows for a simple explanation of complicated tasks. This is a practical tool to use, for example, in computer classes (illustrating program support). Screencasts are usually published in SWF (Macromedia Flash), AVI, or QuickTime formats.

Vodcasts

VODcast (Video-On-Demand Broadcast) is a technology for broadcasting video files in the Internet and catalogued in RSS technology. Vodcasts are a form of Internet television, analogous to podcasts that are a type of radio broadcast, split into episodes. Due to a small technical difference, vodcast is sometimes considered a kind of podcast. Vodcasts very often use theme portals, including educational ones as well as media portals. Vodcast tools have some other names: videocast, vidcast, vcast.

VLE (Virtual Learning Environment) and eLearning

The Internet is used in education in a variety of ways: it can be a „just“ source of information (and a search tool) that supports traditional teaching, and can be an intermediary between learners and teachers in the learning process (eLearning, where communication between learners is VLE (Virtual Learning Environment) is a training technique that utilises all available electronic media, including the Internet, audio / video, interactive television, multimedia programs and e-learning, to complement and enhance traditional teaching methods. Using e-learning platforms has many advantages, including: unlimited access to course content, the ability to return to a batch of material in any convenient time for the student, and the possibility to choose the pace of learning. Participants can use many electronic materials placed on the e-learning platform. Student work is supervised by the so-called. Online tutor (e-mentor or e-coach) who controls the login process, time spent learning and monitors progress. If necessary, it reminds the student of his lack of systematicity - that he has not used the platform for a long time, that he does not spend too much time on the modules with which he has problems. It is possible to consult, comment, and evaluate works. The student has the opportunity to communicate not only with the teacher, but also with other members of his or her class. Communication is based on their own account on the e-learning platform, e-mail, web forums and chat. It is very important that the e-learning platform can complement activities - a part of the work (e.g. getting acquainted with materials for the next class, doing housework) and can be of use to soldiers unable to attend regular classes. The courses take place online and are monitored by an e-mentor. E-learning also provides an opportunity to use innovative teaching methods, such as interactive games. The most common tool for creating e-learning platforms is Moodle. This package is designed for creating online courses and online distance learning („distance learning“), distributed for free as „open source“ software. This comprehensive learning tool uses the latest technology to communicate with both teacher-learner and pupil-student, for non-verbal presentation of material. By using the e-learning platform, we contribute to enriching our knowledge and gaining new practical skills.

Using interactive online dictionaries

For many years, disputes as to whether the electronic book will displace the traditional have been taking place. Despite the convenience of using a paperback book, electronic releases seem to be more pragmatic and very important today and much faster to use. With the increasing use of electronic dictionaries, we can quickly search for words, transcriptions, pronunciation and listen to them and find numerous examples of how to use words. There are other qualities. When using good and reputable online dictionaries, we can be sure that we will use the latest terminology. The attractive graphic design of online dictionaries is also a powerful asset. The soldiers are visual learners and more easily adapt to the new reality and needs of the world around them. They acquire knowledge through the use of visual sense. In interactive dictionaries, there are also plenty of links to other useful pages.

Wikipedia

Wikipedia is an international, multilingual, widely known and recognised free encyclopedia. Using the richness of Wikipedia terminology is a very convenient form of knowledge. With its extensive content control system, the information contained in it is contained in a current and exhaustive issue, through links to other related passwords. Wikipedia was officially launched on January 15, 2001. Initially it was an add-on to Nupedia (a free encyclopedia created in 2000, where anyone could publish their articles). After that, it became a stand-alone project in dozens of language versions (the Polish edition was launched in September 2001). Today, English Wikipedia has nearly 2.5 million articles. Poland is in 4th place (550 thousand entries). With a project based wiki model, a website can edit virtually anyone. Editing a site is possible through a language called Wikitext. This is a simplified version of standard HTML. Wikipedia is linked to similar network projects. The first of these was the September 11, 2001, New York and Washington attacks. In 2002, the synonyms and translations of Wikislow were launched. In 2003, Wikiquote, the Wikibooks project (which specialises in free manuals, guides, educational resources) and Wikisource (source texts) were

created. Wikispecies (live organism), Wikinews (civilian journalism service) and Wikimedia Commons (directory of multimedia materials) were launched the following year. The youngest sister project of Wikipedia is Wikiversity (since 2006). It collects learning materials and runs its own didactic projects. Together with other sites, it complements the content of the main site and makes it easier to find additional information. In this way, Wikipedia is transforming itself into a multidimensional knowledge store that not only provides essential data, but also helps to interpret it. There is also PBWiki, where everyone can create their own pbwiki with the use of „wikifarms” available for that purpose. Wikipedia has greatly increased interest in online editing services and – today we have a number of services that allow you to build your own Wiki.

Interactive exercises and online games

Edutainment - (entertainment-education) means the concept of transferring knowledge electronically while using the elements of fun and entertainment. Providing educational content online or offline and combining it with a fun form is one of the methods that activates the learner, raises his or her motivation to learn, facilitates learning and memory, improves the effectiveness of both processes, and enables the learner to succeed faster.

Virtual Trips - a web-based exercise to explore places and view objects in virtual reality.

Ask-an-expert - This exercise is based on gathering information from professionals and experts in the field.

Information Gap - an exercise based on finding information needed to complete a task, texts or audio exercises.

An educational computer game combines fun with educational content and is aimed at clearly defined learning objectives; its use supports the teaching process and greatly facilitates the learning process. The games also allow for the solution of varied interactive tasks such as crossword puzzles, rebus, charades, puzzles, quizzes, quizzes, picture dominoes, etc. They increase the concentration and attention of students, significantly contributing to the interest in learning content

and motivating the learner. They influence the assimilation activity (assimilation, especially the memory) of the students. In addition, because they are focused on learning foreign languages, they allow all four skills to be taught simultaneously (speaking, reading, writing, and listening).

Blogs

A blog (weblog, diary) is a type of web page where the author places dated entries, displayed in turn. However, not only private individuals can lead their own blog. It can be used as a vortal dedicated to a specific subject. This is a great way to chronologically organise information, using additional ICT tools like podcasts, screencasts, or RSS feeds. Using the blog, we can get more information on a topic. Bloggers usually follow other blogs, link to them, and make connections with their authors, so that the blogging grid begins to function as a larger, interconnected whole, a so called blogosphere. In the case of blogs dedicated to specific topics, the exchange of ideas between authors may foster the development of a particular field of knowledge. The popularity of blogs has led to the emergence of various mutations of traditional blogs: photoblog, video blog, moblog (supplemented by mobile phones and mobile phones). As Kathleen Pinkman argues, “blogs are authentic, interesting, and communicative resources that can serve a variety of purposes in the foreign language classroom. A medium to reflect on material, look into issues, and interact with others, blogs provide a rich and easy-to-use environment for both learners and instructors. The recent popularity of blogs, as well as their user-friendly nature, makes them an obvious choice for instructors wanting to introduce out-of-class resources to their learners”⁷.

⁷ K. Pinkman, *Using Blogs in the Foreign Language Classroom: Encouraging Learner Independence*, “International Journal of Education and Development using Information and Communication Technology”, http://journal.jaltcall.org/articles/1_1_Pinkman.html.

WebQuests

WebQuests use the Internet as a source of information and as a tool for teaching the purposeful and sensible use of virtual world resources. It is a model of inquiry and exploration of knowledge based on the Internet. Students are asked to find information on a particular topic. As students need to analyse the material to a certain extent and draw conclusions, using Webquests in a lesson supports student thinking at the level of analysis, synthesis, and assessment. It allows you to improve problem solving skills, critical thinking and creative thinking, and teamwork. Most commonly, WebQuest is a group exercise (it teaches you how to work in a team), but it can also be done as an individual task. By creating interesting scenarios and assigning specific team members a motivational role, it raises interest among students in a given subject. WebQuest can be designed for one discipline, but it can also be an interdisciplinary project. The duration of the task based on this method ranges from one lesson hour to one that lasts about a month.

RSS

If we have our regularly updated favorite theme websites, portals, and podcasts in a particular area, we can take advantage of the opportunity to inform us of any new news. RSS feeds are provided in the form of headers and e-mail reminders - they have a title, a shortcut and a link, which leads to complete information on the website. Special programs (so called readers) that are similar to e-mail programs are used to read RSS feeds. There is no need to download all the headers - you can download only those that interest you. Using RSS technology allows us to be „up to date” with the topic we choose. Free readers are also available - e.g. RSSreader, Cafe News, Cliper or Slider⁸.

⁸ M.J. Evans (ed.), *Foreign Language Learning with Digital Technology*, Continuum, New York 2009, pp. 44–46.

Interactive boards

As mentioned earlier, traditional ways are no longer so effective and attractive to modern-day adolescents looking for attractive work tools. It is therefore worthwhile to reach for new technologies and devices that radically change the meaning of the term „school“. Touch-and-connect touchpads are a whole new dimension of learning and the simplest way to interest learners with a lesson and transform it into a dynamic, interactive experience. Interactive presentations affect the mind of the recipient more than plain text or recordings. There is no limit to the amount of space available for writing and speaking. It is possible to write, convert text to computer fonts, listen to recordings, sounds, use galleries, interact with web pages, or use special software such as digital manual. Moving away from the traditional way of teaching for interactive education, it significantly improves effectiveness, stimulates group activity and reduces the distance between the teacher and the participants in the class. And no matter what age. Attractive graphics provide a dynamic environment. You can also back up your lessons on the interactive whiteboard, return to it at any time, and email them to your students.

Efficiency of teaching soldiers through interactive means

Over the years, teaching methods and teaching aids, especially language teaching, have changed. Language is the construction of many grammatical, lexical and phonetic aspects that enable us to communicate and communicate with others. In the past, only textbooks and expressions were used to learn vocabulary and expressions. The next step was computers and educational software. Web portals are now on the move. Learning a foreign language through an internet service has many benefits. It allows you to study at any time and place - you can repeat new material at home, at school, at an internet café and at any place with Internet access. Computer and Internet meet the role of modern library with additional didactic materials, dictionary and quick access to every source. They are also used for indirect teaching - that is to teach distance. Through the Internet, you can also easily connect with native speakers or target foreign speakers. Every

language teacher or foreign language teacher should be able to navigate easily with the Internet and the opportunities offered by the language teacher. The effectiveness of teaching a foreign language is primarily related to the activity of a student or student. Student activity can be stimulated, inter alia, by using ICT during the teaching process. The primary task that a teacher should perform is to make students aware of the purpose of their activities, together with motivating the need to achieve it. It is also important to stimulate the student's motivation and motivation by combining the learning of a foreign language with the student's immediate interests and his daily life. In today's world, information and communication technology is an indispensable part of every unit. Therefore, language classes should include as many aspects of the modern world as possible. The learning outcomes will be much greater when:

- the student discerns the goal as close and clear;
- the student feels that the teacher is aware of his or her needs and interests;
- a sense of security;
- the actions of each student are accompanied by feelings and emotions;
- the student participates in planning and decision making;
- the student is satisfied;
- self-esteem;
- the student recognises the contribution made by the teacher to the organisation of the learning process;
- the student has the opportunity to carry out his or her own ideas.

It is important to realise that the activity of the student can not only stimulate interesting tasks, but also tasks constructed with specific technological tools. Activation and effectiveness of teaching is achieved through the direct use of the latest information and communication technologies. The point is to make the student acquire the necessary knowledge and skills in a lasting, effective and pleasant way. The person who teaches a language course should be aware that memory is an important part of the learning process, and that the expansion of memory is related to the method used by the learner. The methods should be connected directly to the use of Internet, computer programs and e-learning. It is therefore necessary to strive to activate students by integrating as many senses as

possible into the learning process and memorising them⁹. By stimulating students with the help of technological aspects, we introduce the possibility of using several senses simultaneously. Instead of giving ready information, the teacher should encourage students to ask questions and seek answers, to create the conditions for being a discoverer and an experimenter. Many web-based exercises make the student participate in the so-called „virtual reality” - artificially created classroom reality¹⁰.

To achieve good learning outcomes and high student involvement:

- Avoid using feeder methods for forwarding messages (active internet exercises stimulating for information search).
- Use stimulating methods and techniques that promote self-reliance and thinking (active internet exercises stimulating creativity).
- Organize your work so that students have the opportunity to meet their contact needs (design work, commutation technology).
- Make your classes more interesting by introducing new effects (interactive boards, games multimedia).
- Use appropriately selected teaching materials (methods supported by audiovisual media).
- Create situations in which pupils become experimenters and explorers (Web Quests).
- Take care of the technological equipment of the room and gather a rich workshop for the student (computer labs).

Learning a foreign language is effective when engaging not only the mind but also the feelings when pupils are given the opportunity to be more creative than creative. ICT tools meet all criteria for student activity at this level¹¹. English as a Foreign Language is a way to communicate in the world on a daily basis. It has gained the title of international language. People all over the world enjoy it in different areas of their lives. It is taught by people who practice different occupations and have

9 T. Wright, *Second Language Teacher Education: Review of Recent Research on Practice*, “Language Teaching”, 43, 2013, pp. 259–296.

10 M.H. Vieira Abrahão, *A Formação do Professor de Línguas de uma Perspectiva Sociocultural*, “SIGNUM: Estudos Linguísticos”, 2(15), pp. 457–480.

11 J.M. Swales, *Coda: Reflections on the future of genre and L2 writing*, “Journal of Second Language Writing” 2017, pp. 83–85.

different lifestyles. English is used not only in professional life but also in private life. With satellite TV and the international Internet, we can have more and more friends with people from all over the world. However, learning foreign languages, including English, does not come easy and many students struggle with many difficulties. More and more often, all available resources (including information and communication technology) are being used to eliminate or even reduce problems. There is a special field of computer aided learning of foreign languages known as CALL (Computer Assisted Language Learning). CALL, which, thanks to the use of the latest technological possibilities, allows the teaching and learning process to be improved and accelerated. The rapid evolution of computers and the availability of technology made them interested in them as a tool in didactic work. CALL and all related aspects help in gathering and processing information useful for the teacher and learner. Computer-based classes are different from previous teaching methods. They may, in addition to assisting with the course, evaluate students' statements, reveal their errors, and provide a correct answer. The computer not only determines the course of the course, but also the difficulties and the set of the next questions. Computers equipped with appropriate software can be applied at all stages of didactic and educational work and teaching and learning¹². They become an indispensable tool in the didactic process, playing a very important role comparable to the role of the teacher. The educational advantages of educational software, the Internet and multimedia resources are of great interest to many. However, for information and communication technology to be a means of teaching, certain guidelines must be met. The computer should not be treated as the total and only means of learning. Such a tool becomes useful only if you use it wisely¹³. The great advantage and profitability of this modern technology is the rapid access to all sources of knowledge. With ICT, we have access to a vocabulary, cassette tape recorder or video recorder, additional vocabulary, multimedia resources, etc. A number of studies and surveys have been conducted to establish the results of student attitudes analysis. Most students or participants in language courses think that the tasks and exercises they perform during classes are easier or moderately difficult, while the natural way seems difficult or very difficult. Most foreign language students say that ICT tools are very interesting

12 K. Richards, *Trends in qualitative research in language teaching since 2000*, "Language Teaching" 2(42), 2008, pp. 147–180.

13 H. Komorowska, op. cit., p. 78.

and interesting because they are ICT tools. Only a small number of respondents stated that ICT-based classes could be mediocre. Research was conducted with a selected group of English language students. (Hello Language School) However, most foreign language courses in public and private schools are conducted in a traditional way¹⁴. The most commonly used help is books and boards, while the Internet is used very rarely. The research shows that technological tools are not popular among language teachers. Most students report that their teachers use the internet less than once a month. Video or computer programs are used 1-2 times a month. The most common supporting features are photocopies, press and literature and electronic mail. It can be concluded that the introduction of ICT in foreign language classes still requires a lot of time and a lot of training and supportive measures. The study was conducted with a selected group of English language students. (Language School Hello). Many teachers and learners of foreign languages have conducted information research to assess students' views about ICT implementation in the teaching process. Studies have shown that learners and learners of a foreign language find many positive aspects of ICT teaching support. Some advantages of activities supported by information and communication technology were reported by the students as:

- interesting and motivational classes;
- classes do not require much writing;
- many fixing exercises;
- greater efficiency in memorising most materials, including vocabulary;
- using web pages with English tests and exercises;
- lack of monotony and uniformity;
- the ability to immediately check the correct answers.

ICT tools and computer software used to teach a foreign language stimulate students' interest and motivates them to work. High motivation and the desire to learn the language is the key to achieving high efficiency not only of learning as well as teaching¹⁵.

14 E.H. Augusto-Navarro, op. cit., pp. 26–52.

15 E.H. Augusto-Navarro, L de Oliveira, D.M. Abreu-e-Lima, *Teaching Pre-service ELT Teachers to Analyse and Adapt Published Materials: an Experience from Brazil* [in:] Sue Garton and K. Graves (eds) *International Perspective on Materials*, Palgrave Macmillan 2017, pp. 237–252.

An ideal classroom for soldiers should be up to 12 people, ideally an even number to enable pair work. Peer learning in this context is particularly essential, as one student could correct the other's mistakes. Soldiers usually learn better this way.

Good practices in teaching soldiers through interactive means

Education portals on the Internet

In the age of evolving education and advanced technology, educational portals are a particular manifestation of the development of websites for teaching purposes. Educational portals include on-line lessons, tests for knowledge, and the ability to ask questions to experts from different languages. Teaching English is devoted to many pages. Teachers can refer to <http://www.interklasa.pl/>. It contains many valuable materials on culture and customs in English-speaking countries. In addition, it has materials, methodological advice and information on English courses in Poland and abroad. The portal contains constantly updated catalogues of Polish educational resources on the Internet, websites of all schools participating in the Interklasa program, pupils 'and teachers' mailboxes. Many educational portals are not only created for students but also for teachers and people interested in foreign languages. Access to teaching and language materials is a rich source of all grammatical, dictionary and lexical resources for pupils and students of any language level. Educational portals are also a place of constant exchange of information between teachers, students and all the participants of the processes running on the portal. An example of an information portal is <http://www.edu.com.pl/>. It is primarily the Internet Educational Information Center. Includes educational news, online school databases, book and book exchange, classifieds tutorials.

Movies or TV shows

Learning to combine lexical material with aspects of daily activities brings the best results. Therefore, a method often based on foreign-language films or television programmes is often used. This method is mainly for advanced students. This is related to the informal vocabulary of the films. This does not mean, however, that this method cannot be used by beginners. Everything depends on the appropriate material selection. On the website <http://www.angielski.nauczaj.com/filmy.php> examples of films and already written vocabulary and structures can be found. Therefore, the best combination will be a movie or a specific scene. Watching the movie or its trailer is a good way to make a list of all the words that are new lexical material. It is also good to know what vocabulary we will be looking for before starting to write. Watching the movie with key words can be the name of the technical device. In a nature film, the species of plants or animals. Determining what words you are looking for allows you to simultaneously listen to your listening comprehension. A live recording of the BBC news from Syria can be of some use to a soldier, for example, and its length does not matter here. Of course, it must be something that interests us in some way. This kind of listening skill allows us to make websites for watching movies or television programmes in a foreign language.

Internet Exercises - Web Quests

In order to stimulate students' interest in and motivation to learn a foreign language, many publishers have decided to run special support websites. Pearson Longman has introduced additional exercises in the form of information gaps or exercises in the form of searching for solutions to the problems. Students have access to additional exercises related to individual modules. WebQuest created for New Cutting Edge, Pearson Longman, www.pearson.longman.com, is an example. The exercises on the website correspond to each module, so not only the lecturer, but

also the participants of the course or students have the opportunity to use them throughout the period of use. The publishing house also offers additional work cards to help teachers and students¹⁶.

Language learning software - interactive whiteboards

Many publishers offer many attractive CD-ROM versions. They are very easy to use because users can navigate the program with ease. They do not waste time and focus on the material they are processing. The latest NEW Cutting Edge software has been developed by Pearson Longman. This software is used for four language levels by Hello Language School teachers in the HELLO 50+ project. The great plus of multimedia materials is the integration of skills. Audio and text exercises are integrated - they start with a single mouse click. As such, problems that a teacher may encounter in a classroom such as tape crashes, the problem of finding the right part of an audio tape or video cassette is eliminated. By clicking on the options, the user can: read the text, watch the video in a separate window in the corner of the screen, listen to the dialogue - all this happens when answering the question. At any time, the learner can check the correctness of his answers by clicking on the appropriate icon. Language learning software developers pay special attention to pronunciation exercises, which are not suitable for the studio. By using Hello Cutting Language's New Cutting Edge software, learners have increased their teaching efficiency and interest in interactive whiteboards.

e-learning platforms

E-learning platforms are an online replacement for a school (meaning institution and building) but also a component of classroom courses. E-learning platforms are systems that facilitate the introduction of the Internet-based education process. There are almost two hundred types of tools that support remote teaching. The

16 M. Kurek, *Webquests - Internet Projects in English Lessons*, "Foreign Languages in the School", 2, 2004, pp. 72-76, Warsaw 2004.

knowledge of these systems and methods of teaching them are not great. Few public and private schools choose to set up and run e-learning platforms, as this requires substantial financial resources. The School of Social Psychology in Warsaw conducts e-learning or mixed courses for its students. These courses consist of 24-hour access to training materials and students' knowledge through online tests and quizzes. Students pass courses and training on the Internet by saving time or take supplementary information from classes held in lecture halls. The SWPS e-learning platform in Warsaw is <http://kursy.swps.edu.pl/>. Courses are taught at all levels and specialisations, and lecturers conducting such classes are trained to create exercises and e-learning issues¹⁷.

Concluding remarks

Interactive education with ICT in the military is and should be a modern and effective form of education. It maximises students' involvement and activity and gives them the opportunity to choose their own learning and development paths, tailored to their abilities. By engaging all the senses, learners create a learning style similar to the research process, which improves the effectiveness of teaching. Using electronic information resources requires the use of modern IT tools, information and multimedia techniques. Experimental research on the effectiveness of information technology in school learning has demonstrated that the use of these technologies is conducive to: high efficiency in the transfer of didactic content and skills by combining education and entertainment in one action the ability to simultaneously activate several perceptual channels simultaneously¹⁸. The teaching process takes into account the individual pace and degree of the real autonomy of foreign language learning in an active and creative way by increasing the motivation of learners to develop the cognitive skills of the learner. Not using the new technology, even in the form of ICT, would be a great loss for students.

¹⁷ S. Marshall, W. Taylor, *The role of ICT in supporting various learning environments*, <http://ijedict.dec.uwi.edu> [accessed: 1.11.2017].

¹⁸ J. Bigaj, *Using the Internet and Multimedia in Teaching German*, "Foreign Languages in the School", 3, 2005, pp. 86–89.

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