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Topic: A STUDY OF THE ADVANCED TECHNOLOGY IN SECOND LANGUAGE ACQUISITION AMONG ADULT LEARNERS AT KHAZAR UNIVERSITY

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Abstract

The thesis deals with the issue of the study of advanced technology in second language acquisition among adult learners at Khazar University. The implication of advanced technology in second language acquisition has a great impact on the effectiveness of mastering a foreign language.

Available virtual technologies in smart teaching environment and from school media facilities or computer laboratories alternate the connection that the instructors and learners have to genuine language and cultural materials. Entrance to the huge variety of readily approachable genuine civilized and linguistic materials on the network or in other digital platforms let instructors virtually recreate the view, sounds and tasks of the target language and the culture of this aimed language in the teaching environment.

The research methodology includes the methods of survey and questionnaire in the study of advanced technology among adult learners (students), as well as description, comparison; experimental material was obtained by the method of continuous sampling of the sources from Internet using a cognitive approach.

Key words:

advanced technology, adult learners, learning environment

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INTRODUCTION

The actuality of the research. At the present stage of development of the education system, the introduction of advanced technologies and innovative methods plays a priority role in education. It is known that for competitiveness in the modern world market it is necessary to know not only foreign languages, but also to be able to use advanced technologies in professional activities. Information technologies are becoming a determining factor in the socio-economic progress of countries, communities and individuals. At the same time, the introduction of modern technologies in education depends on the solution of common problems and trends in the development of the country's infrastructure, the training of qualified personnel in the application of advanced technologies.

Informatization of higher education - the implementation of a set of measures aimed at improving the level of training of specialists by expanding the use of advanced technologies in educational and research work, in managing the educational process. Awareness of the fundamental role of information in social development and the tremendous growth rates of informatization of education have necessitated the use of information and communication technology tools in the learning process. For today's student, who will live in the information society of the future, modern information and communication technologies should become an integral part of the learning process in order to become a highly qualified specialist. Therefore, the implication of advanced technologies in the educational process is an actual problem of modern education.

The purpose of the research is the development of a pedagogically effective advanced technology of teaching the English language using modern advanced technologies at Khazar University.

The object of research is the pedagogical process of teaching English at Khazar University.

The subject of the research is the use of modern advanced information and communication technologies while acquiring a foreign language (the English language).

The hypothesis of the study is that the quality of vocational training and, accordingly, the competitiveness of undergraduates of Khazar University who study the English language, will be higher if:

- an information environment will be formed that will allow developing and improving the general theoretical and professional training of future specialists;

- the process of forming the technological environment will be conducted on the basis of the use of modern advanced information and communication technologies, taking into account the organizational and pedagogical conditions;

- modern material and technical equipment of universities with multimedia technology and the Internet will be provided, allowing information and communication technologies to be implemented in the process of teaching the English language;

- students will acquire professional knowledge, skills and abilities with the help of modern teaching methods;

- a high level of information competence of teachers and students will be achieved for the implementation of the educational process using advanced technologies;

- a system of psychological and pedagogical diagnostics of the quality of the educational process will be developed.

To achieve this goal and test the hypothesis put forward, it was necessary to solve the following tasks:

- the study and analysis of the theoretical and methodological foundations of the use of modern advanced technologies by adult learners in teaching English at Khazar University;

- study of the state of the process of introducing advanced technologies in the teaching of the English language at Khazar University;

- identification of the possibilities in the use of modern advanced technologies;

- development of a model for the formation of foreign language competence using modern advanced technologies, which includes three main components: content, motivational and intellectual;

-construction of the technology of using modern information and communication technologies in the study of the English language at Khazar University;

- the implementation of an experimental test of the effectiveness of the proposed advanced technology for adult learners learning English at Khazar University.

Methodological basis of the study. The theoretical and methodological basis of the research is the psychological and pedagogical provisions on informatization of education of domestic and foreign scientists, internet resources.

To solve the set tasks, the following research methods were used:

- analysis of psychological, educational, educational and methodical literature;

- synthesis of theoretical and empirical materials - modeling;

- generalization of advanced and foreign pedagogical experience of introducing advanced technologies in the process of learning a foreign language in universities;

- surveying, interviewing and observing students and teachers;

- pedagogical experiment (stating, forming);

- observation;

- Mathematical processing of research results.

The basis of the research was Khazar University, School of Humanities and Social Sciences, groups Translation and International Relations.

The main stages of the study.

The study was conducted during 2016-2018 and included three interrelated stages.

At the first stage (2016-2017), the state of knowledge of the problem was revealed; developed scientific research apparatus; clarified the concepts of "technology", "pedagogical technology", "modern information and communication technologies"; built a theoretical model; criteria, indicators, possible levels of formation of the studied components were developed; studied the initial state of the use of advanced

technologies by adult learners while acquiring the English language at Khazar University; revealed advanced technological competence of English teachers; developed employment plans using information and communication technology tools; determined the content of experimental work.

At the second stage (2017–2018), experimental work was carried out to verify the technology developed and to identify its effectiveness, the data were processed and interpreted based on analysis and synthesis.

At the third stage (2018), the results of experimental work were systematized and summarized, recommendations were made, the general conclusions of the research were formulated, and presented in the form of dissertation work.

The scientific novelty of the research is as follows:

- for the first time, organizational and pedagogical conditions for the use of advanced technologies by adult learners in second language acquisition in teaching the English language at Khazar University have been highlighted, ensuring the high quality of the educational process;

- developed a universal system of indicators characterizing the quality of training and organizational and pedagogical conditions for the use of advanced technology tools in teaching the English language at Khazar University;

- confirmed the effectiveness of the use of advanced technologies in teaching the English language in universities of the Republic of Azerbaijan.

The theoretical significance of the study has developed and scientifically based the use of modern information and communication technologies used by adult learners in teaching the English language.

The practical significance of the study lies in the fact that a methodology has been developed for the use of modern advanced information and communication technologies in teaching the English at Khazar University, contributing to the intensification of student training; the system of psychological and pedagogical diagnostics of the quality of education has been determined; while studying the subject introduced multimedia

tutorials and the Internet. The dissertation materials can be used in the process of teaching the English language in higher educational institutions of the country. The recommendations of this thesis can serve as a good help to improve the quality of teaching English in universities of the Republic of Azerbaijan.

Reliability is ensured by the methodological and theoretical validity of its initial positions, the use of a set of interrelated research methods that are adequate to its purpose, object, subject and tasks, personal experimental work of the author; step-by-step qualitative and quantitative statistical analysis of the data obtained and the representativeness of the materials under study.

The following provisions are to be defended:

- under the priority direction of informatization of higher professional education, we understand a multidimensional reality, including modern information and communication technologies and program-methodical training tools, which allow developing and improving general theoretical and professional training of future specialists, contributing to the formation of information literacy of students and successful adaptation of graduates to life in information society;

- organizational and pedagogical conditions for the application of modern information and communication technologies include: the systematic introduction of modern information and communication technologies in various types of educational activities, as well as increasing the competence of teachers in the field of information and communication technologies; material and technical equipment of universities by means of advanced technology; the availability of administrative and managerial resources conducive to the creation, functioning and development of the information environment of universities;

- a model of the process of applying modern information and communication technologies in higher education institutions, including the principles of construction, content, teacher’s activity, student’s activities, and didactic tools supporting these activities;

- the system of psychological and pedagogical diagnostics of the quality of studying a foreign (English) language when introducing modern multimedia educational programs and the Internet;

- analysis of the results of experimental teaching of the English language with the help of modern information and communication technologies contributes to a significant increase in motivation in learning activities, learning efficiency and improving information literacy of students.

The structure of the work. The thesis consists of an introduction, four chapters, conclusion, a list of references. The dissertation included several tables describing the statistical results of the survey obtained from the students. Chapter I sets the stage for and contextualizes this study. A vignette that illustrates the current teaching context of many secondary English teachers was begun. Then the critical nature of the study of digital technology integration was introduced. After this brief introduction, the structure of this dissertation by introducing and outlining each chapter was communicated. Chapter I continues with an introduction to Feenberg's (1991) critical theory of technology lens that is used to critically examine the perspectives that secondary English teachers have of their technology integrations. Then what is meant by "smart classroom" and "digital technologies" before describing how these technologies change teaching and learning contexts were defined. This description of changed teaching and learning contexts with the assertion that interest in and access to digital technologies in smart classrooms is increasing among secondary language teachers was followed. At this point, the computer-assisted language learning (CALL) research field and define important terminology that is used throughout this research study were followed. In Chapter II, a brief historical overview of CALL research, establish the appropriateness of qualitative CALL research, asserts the need to study the perspectives of second language teachers on their digital technology integrations, and reviews the previous CALL studies of teacher perspectives were given. Then the conceptual framework by articulating the critical theory of technology lens; expounding the focus on the concepts of power,

discourse, normalization, and identity were built; and situating the use of the critical theory of technology lens in an education setting. The Conceptual Framework section builds on the introduction to the critical theory of technology lens presented in Chapter I. Chapter III details the research methods of this study. Chapter IV reports the analysis of the interview data with the informants. In the Conclusion section, the normalized classroom discourses that the informants depict in their interviews were described and how those discourses affect the technology integrations of the informants were interpreted.

I CHAPTER
CRITICAL STUDY OF ADVANCED TECHOLOGY AMONG ADULT LEARNERS IN SECOND LANGUAGE ACQUISITION

1.1. Critical Study of Advanced Technology Integration.

This research analytically investigates the perspectives of peripheral second language instructors who are consolidating modern digital technology in their everyday education program. In recent years, many teachers of foreign languages are concerned about the search for new teaching methods. Methodists in many countries are engaged in the analysis of existing methods and technologies and their adaptation to modern realities and requirements, and at the same time looking for radically new approaches. There is a debate about how the process of learning a foreign language in a modern school should look like. Some teachers advocate the preservation of traditional methods; others want to completely change the whole system. There is a third category of teachers offering to combine new and old forms. But no one doubts that change is inevitable. This is due to a number of factors: the requirements for the ultimate goals of language learning, psychology of the modern student and, of course, technological changes in the world around us. Present-a period of intensive development- the development of technology, especially computer technology. This leads to the fact that modern students better perceive and assimilate new information through contact with computer sources of information. The use of computer technology in the process of learning a foreign language makes it possible to facilitate this process for students and create a familiar environment for them. It also allows diversifying the work and making it more interesting for students. Thanks to multimedia resources, the process of learning a

foreign language can be withdrawn from the audience and made continuous. In some cases, the desire and need to learn a language arises from the use of these resources (online communication with native speakers, watching programs and movies in a foreign language, the use of various sites that require knowledge of a foreign language). Consolidating advanced technology into everyday second language education program reestablishes the teaching environment and as a result adjustments the intercommunication that occur in the teaching environment. “Over the years within this reconstructed teaching environment, a verbal intercourse improves via regular intercommunication that standardized instructor and learner confidences about what is relevant and irrelevant teaching environment behavior” [42, pp. 108-138]. This verbal intercourse e is constructed within intercommunication which is defined by intentions of implied power communications among learners and the instructor and between learners and other learners. During the course of this teaching verbal intercourse, virtual technologies have the prospective to allow more genuine second-language verbal intercourse in which learners participate in sensible expressive exercises and tasks inserted in real purposed-language circumstances [36].

Modern schools, colleges and universities are required to review the approaches that have been used to teach foreign languages and search for innovative methods, taking into account the development of science and technology. It is expected that they will use multimedia and Internet technologies along with new learning models, in order to move away from the previously used model based on the teacher's explanations. In addition, students are encouraged to learn a foreign language using a computer, which will be 40-50% of the total teaching load. These fundamental changes are in line with the idea of the dominant role of the student, to whom computer technology provides access to advanced teaching methods. However, it is necessary to understand that multimedia technologies have certain disadvantages, as well as that the use of multimedia requires additional skills and abilities from the teacher. Otherwise, there will be a mismatch between the efforts made and the poor results. “Contrariwise,

consolidating advanced digital technology into the everyday education program may also has an outcome in an extra instructor consciousness on technology processes instead of second language acquisition (SLA) processes" [30, pp.22-34]—even if that is not the main point of the instructor. Moreover some instructors who educate in a smart teaching environment choose not to underline the modern technology contrary to the extended entrance to it. Instructors have to decide on approximately how technology can be utilized or not utilized that they have entrance to when they educate in smart teaching setting. The processes and results of the use of computer technology depend on how they are used in training. There are two types of computer training for foreign students. The first type assumes that computer technology complements traditional forms of learning and learning (including assessment), making them faster, easier, and more efficient. The second type offers innovative ways of teaching and learning that should improve students ' competencies to a greater extent than traditional methods can do. Primarily according to the manner an educator arranges technology consolidation, a second language teaching environment should become transferring degrees into either more democratic or more hierarchical [37].

A.Feenberg (1991) described an analytical speculation of technology, which will be utilized as "the speculation lens for this investigation of virtual technology is set up by the intercommunication between its layouts and how it is accomplished, utilized, or incorporated by its users" [47, 45]. Based on this lens, any digital technology unification in second language acquisition need to be appeared as a socially assembled, contextualized situation that is molded by the features of the technology itself, the type of language tasks the digital technology is utilized for, and the beliefs, movements, personalities, backgrounds, and so on, of the instructor and students entailed inside the unification. Elucidating SLA technology unifications with this lens concentrates interest on the implied power that appears as meanings are discussed and established within any technology unification. According to M. Foucault, "the verbal intercourse of the teaching environment that composes and consists with the help of the implicit power

present through the teaching environment standardized over time what is adopted as relevant or irrelevant behavior as instructors associate modern technology into their everyday teaching process" [42, pp. 108-138].

1.2. Context of Advanced Technologies in Smart Classrooms.

Ahead it goes any farther, the contexts of smart teaching environment and virtual technology will be determined. There is not always one common definition for a smart teaching environment. The most beneficial and relevant definition for secondary, second language teaching settings comes from D.Domermuth (2005). D.Domermuth defined how he set up an efficient smart teaching setting at Appalachian State University that interpolated three basic essentials: a home theater combo, a tablet PC, and a multimedia virtual projector. He interpolated a stage as the instructor-control center. According to D.Domermuth's arrangement, "it is detailed that the most basic smart teaching environment as a class which has an instructor computer station with internet connection that is attached to a multi-media digital projector and has a few form of expanded sound capabilities for the computer (even the most basic computer speakers)" [34, pp.21-22]. Other virtual technologies may be included to Domermuth's arrangement that is based totally on the particular necessities of the educational circumstances. There may be no systematized record of digital appliances for smart teaching environment. While the concept of advanced digital technologies are used, the technological references are confirmed in documents such as digital cameras, scanners, smart phones, digital voice recorders, , interactive white boards, DVD players, laptops, virtual media that can be connected with a personal computer or laptop through the internet or vice versa. Teaching a foreign language using computer technology includes: authentic language material such as video clips, flash animations, web quests, podcasts,

news, etc.; online environment in which students can communicate with native speakers of a foreign language through e - mail, text computer editors, social networks, voice or video conferences; language learning tools (online applications and programs) aimed at learning phonetics, pronunciation, vocabulary, grammar and sentence analysis; tools include text-to-speech exercises, speech recognition, interactive and controlled tasks; online environment that allows communication between the teacher and students, students with each other; game forms of learning. There is a wide range of special tools and training tools that offer the use of computer technology for teaching foreign languages. All of these digital technologies can have educational utility and they all can be consolidated into a smart teaching environment. In most cases secondary instructors have entrance to some of these digital technologies outside of their teaching environment through the school media center or a school computer lab. The term digital technology is used in order to differentiate from older analog technologies like televisions, VCRs, overhead projectors and other various technologies that have been prevailed in second-language teaching environments over ten years.

The form of interaction with the student is the factor that affects the results of the use of computer technology in teaching a foreign language. There are three types of interaction: between the student and the studied material, between the student and the teacher, between the students. Despite the lack of knowledge of the impact of the use of computer technology in the study of foreign languages, we can certainly talk about its positive effects, making an overview of all existing data, it can be concluded that with the help of computer learning systems, students demonstrate achievements in speaking, reading, understanding, vocabulary, grammar and fluency. In addition, it can be argued that computer-based training programs provide better control and evaluation of students ' work. Computer training programs perform the functions of a teacher, giving direct, clear instructions and evaluating the work of students. Such a system usually consists of four components: an interface (platform), a reference model (topic and knowledge that the student must master), a student model (student's current level of knowledge), and a

teaching model (which provides control and instructions based on the difference between the student model and the sample).

Available virtual technologies in smart teaching environment and from school media facilities or computer laboratories alternate the connection that the instructors and learners have to genuine language and cultural materials. B.Erben, J.Summers, and H.Eisenhower (2008) elucidated that "with unlimited and fast access to original materials from the target culture via the internet and with the aid of internet and virtual sources second language instructors are now capable of creating significant tasks and communicative settings where learners have an authentic purpose and audience" [35,15]. Entrance to the huge variety of readily approachable genuine civilized and linguistic materials on the network or in other digital platforms let instructors virtually recreate the view, sounds and tasks of the target language and the culture of this aimed language in the teaching environment. This approach to source language and civilized materials alter the context where meanings are co-established and conferred throughout the web of absolute power that is deposited within all teaching environment interactive language obtaining activities.

Besides that the enhanced connection to genuine materials, virtual technologies alter both pedagogical and methodological contexts for both instructors and learners. Advanced virtual technologies provide instructors and learners with the new techniques of education program conveying, recently developed ways of expressive intercommunication and extra possibilities for instant reviews. C. Chapelle (1998) spread out that "virtual technologies permit instructors latest chances in order to seizing crucial linguistic features vivid, proposing adjustments of linguistic yield, providing potentials for coherent input, ensuring chances to be aware of errors, providing potentials for linguistic yield, providing adjusted interplay in the source language and letting language learners to perform as accomplices in second language tasks and assignments" [30, pp.23-28]. For instance, tutors could utilize tablets, personal computers, interactive whiteboards (IWB) or touch screen computers for conveying

educational program with more cooperative and pliable methods. Instructors may also use personal computers with web connection to make opportunities to their learners to communicate in blogs, podcasts, in various chat rooms or Skype discussions with other learners, especially native speakers. They may utilize video or audio creation of programs and databases for computer applications which will offer new presentational chances for their learners or they could use digital video cameras or digital voice recorders to making new methods to assume learners immediate reviews. Computer-aided pronunciation training (CAPT) namely, automatic speech recognition (ASR) can speed up pronunciation improvement and provide more effective control than the one carried out by the teacher. This program can help students as they can practice on their own and avoid the excitement of having to say new words in the presence of other students and the teacher. Digital game training improves most of the competences of students. Learning based on game forms makes learning more interesting by creating an environment in which knowledge acquires context. Game learning develops the ability to solve problems and critical thinking skills through process involvement and interactive control, which are important for achieving learning outcomes. Chat (a conversation Conducted with the help of computer technology) improves speaking skills, expands the vocabulary used, develops mindfulness (trying to get the result, students are forced to pay attention to what they do not know or what they know only partially) and focusing on the form (pay attention to the structural/syntactic aspects of the language in order to perform the task of understanding and speech reproduction). Text computer communication improves attention to linguistic forms in a way that can heighten attention to language expressions and encourage work on language errors in time to complete written tasks and memorize words. It can also prepare students for oral communication in the classroom. It is proved that asynchronous as well as synchronous computer communication can be useful for the development of the ability to speak a foreign language. Electronic dictionaries help students to complete tasks faster than in the absence of technology, and the frequency of dictionary views increases. This may

not be important for the development of competencies, but it accelerates understanding. The advantage of online audio and video multimedia sources is that the student has access to them outside the classroom, and it extends the learning time and provides the opportunity to practice and work independently. For example: stories based on the game and require solving puzzles, riddles and puzzles; dictionaries related to the words of the text on the screen so that the text can be read and understood faster. This will speed up the work and overcome the reluctance of students to find in dictionaries the meaning of unfamiliar words; exercises to check vocabulary and grammar. Students can work with learning materials at their own pace and for the required time. This motivates them to work on improving listening skills without fear of making a mistake and not cope with the task. All of these samples display the way advanced virtual technologies in smart teaching settings or in computer laboratories establish chances for conveying new information through instructor comprehensible input [Krashen, 1981], arrange and increase options for learner genuine aimed-language relationship [Swain, 2005], and propose new methods for teacher-learner and learner-learner response.

Motivation and confidence are other advantages of using computer technology. A large number of studies and practice show that students get more pleasure from the use of technology in the study of a foreign language and prefer them to more traditional methods and materials. Thanks to technology, students are more involved in the learning process and treat it more positively. Students perceive the use of the computer as an innovative and attractive method, and their adaptation is often faster than the teacher's adaptation. The use of computer technology can reduce students ' anxiety by providing an independent, assessment-free learning environment in which students feel more relaxed and enjoy the language learning process more. Online audio and video resources increase interest in learning a foreign language and allow you to use a fascinating and spontaneous approach that stimulates the emotional response of students to language material. It is obvious that computer-based foreign language teaching helps students with good technical and computer skills to achieve success in language classes, which

could not be achieved if only traditional approaches were used. Computer technology develops independent work of students, allowing them to choose the pace of study of the material, the tasks necessary to achieve the educational objectives, place and time of work. E-mails and other types of computer writing encourage self-control as they require verification of the written before the final version is printed. Students can feel more confident and calmer when writing rather than speaking a foreign language. As parts of the use of computer technology and Internet resources, students have the opportunities not only learn the language, but also learn the culture of another country. They learn effectively communicate with representatives of another culture without visiting the country. Knowledge of the culture developed through correspondence and communication via Skype with native speakers. In the process of learning a foreign language and the development of language skills are formed intercultural communication. Whilst instructors consolidate virtual technologies into their daily study program in those techniques, they assemble all teaching setting situation and the absolute power that have an impact on the collaboration and discussions of meanings that take part in all interactive second language interplays.

In connection with the development of innovative technological methods of learning foreign languages, there is a need to decide how they can and should be combined it with traditional methods. Computer-based forms of language learning should be part of blended learning that encompasses supervised learning, formal and informal. With a limited number of classroom hours, it is necessary to expand the forms of work that students will be able to perform outside the classroom; in this case, it comes to the aid of computer technology and Internet resources. There are various materials that provide students with the opportunity to study a foreign language on their own.

1.3. Accelerating Access and Interest. Computer-Assisted Language Learning Investigation.

Approach to an interest in modern virtual technologies in second language learning circumstances is increasing, and growing numbers of language instructors are utilizing new digital technologies in their daily teaching learning process which is displayed by the American Council on the Teaching of Foreign Languages (ACTFL, n.d.) 2009 protocol sneak peak and this sneak peak of this protocol declared:

You will not be dissatisfied with the investment of digital technology assemblies at this year's conference. Whatever is out there to deal with our digital natives from Web 2.0 intercourses to other appearing digital technologies, you will be able to obtain a number of assemblies in each time slot dedicated to unifying these virtual technologies into your everyday setting [ACTFL, n.d., p. 5].

The 2009 ACTFL protocol happened in San Diego in November 2009 and thousands of second language instructors from around the country took part in this conference. In addition to the evidence of enhanced instructor entrance and curiosity in modern virtual technologies can also appear in the 2009 program for the South West Conference on Language Teaching (SWCOLT). The convention occurred in Oklahoma in April 2009. This program is full of convention headline engaging with digital technology adjustment. For instance, "PodText: Utilizing iPod as an Audiobook," "Free Learner Audioblogs in Elementary Spanish Classes," "Finding, Utilizing, and Integrating Genuine Digital Structure for Language Learning," or "Podcasting and iPods in the Language Learning Environment" [SWCOLT, n.d., pp. 24-30]. Educational investigation on second language acquisition (SLA) applying digital technology has a prosperous background. Computer-assisted language learning which is also known as CALL has been an efficient area of investigations over ten years. Language Learning and Technology, Computer Assisted Language Learning, The Journal of the

European Association for Computer Assisted Language Learning and Journal of Language Learning Technologies, as well as Calico are referred to scientific journals which are particularly focused on the role of advanced technology in second language acquisition process. Various scientific journals which include Modern Language Journal, Foreign Language Annals, Applied Linguistics and others frequently release investigation and scientific articles engaging with advanced technology and second language acquisition. The Language Learning and Technology journal continues a recording of latest CALL-associated theses and dissertations. During the last five years, plenty of dissertations have been publicized on issued associated with modern technology and second language learning (CALL Theses). A quest of the Education Resources Information Center (ERIC) statistics usage of the period computer-assisted language learning emulates 671 findings. The use of the quest period second language indication and digital technology emulates 1668 findings. Computer-aided language learning is an initiated worldwide and interdisciplinary investigation area.

Since CALL study is both global and interdisciplinary, CALL investigators use abbreviations and definitions a number of various investigation areas. CALL investigators keep referring SLA (second language acquisition) to both the SLA investigation area and the procedure of receiving different language. CALL investigators use the particular definition foreign language to allude to a second language educated in a country in which that language is not the main language.

In spite of the fact that much investigation in this area has already been carried out, there are still considerably number of deficiencies in this field. In the result part of his literature and meta-analysis of CALL investigation between 1997 and 2001,Y. Zhao (2003) argued that more “investigation about relevant methods and contexts of digital technology application is much needed” [67, 22]. Zhao also proposed that “in the future, what is required is the growth of full syllabus that are supported by accessible digital technologies in place of personal devices that are only utilized rarely or as an addition to a principally print-material-based syllabus” [67,22]. In the conclusion, Y.Zhao noted:

“ The finding that none of the researches appeared in the crucial language teaching and digital technology journals is about virtual technology use in K-12 teaching-learning settings is appalling because researches of digital technology implementation in other fields (such as social studies, mathematics, and science) have occurred in mainly K-12 teaching environments” [67,22].

Despite the fact that Y.Zhao concentrated on his meta-analysis on quantitative study, his solutions defended an inference that more censorious investigation concentrating on secondary teaching concepts in which virtual technologies are completely merged into the needed educational program.

In his report determining and debating leading matters appearing from current CALL literature, R.Kern (2006) declared the following statement: “Extensive semiotic outlook puts the accent on students’ action and instructor amenability rather than on the impact of digital technology itself. Issues of inclusive impressiveness restrict us to yes-no-maybe responses which are occasionally complicated to elucidate without dense representation of the setting, structure, people, and course of actions involved” [48, k189].

R.Kern ended, “The intricacy of the problems embraced in digital technology and language learning is pressing us to look further away total decontextualized legislatives of impressiveness to comprehend effectiveness with regards to the concretes of what people do with technology, how they use it, and what it is for them” [48, 189]. He also elucidated that a “significance on the usage points out the central noteworthiness of pedagogy and the instructor.” Besides that R.Kern defined that efficient digital technology consolidation “has been frequently displayed to rely widely on instructors’ attempts in organizing students’ task and activities” [48, 200]. His outcomes defended an invitation for expressive investigation of independent second language instructors and their background experience consolidating advanced digital technology.

M.Warschauer (1999) proposed that “there is not too much investigation on technology-increased language learning. He argued that qualitative investigation is a

suitable technique for asking the kinds of queries that will assist both investigators and respondents better comprehend the complex, context-dependent interactions which occur when virtual technologies are consolidated into the daily educational program"[62, pp.1056-1071]. M.Warschauer inserted significance on the multiplex and power-laden consolidation which is the unit of any digital technology consolidation. Instructor views on and backgrounds throughout these multiplex and power-laden consolidations are obviously very significant for investigators to comprehend since the resolutions of personal classroom tutors are a main defining element in the establishment of any digital technology consolidation.

1.4. Extensive Context of CALL Practice and Investigation

From the development of personal computers, language instructors have been inquisitive about the prospective consequences that personal computers can possess on second language learning and acquisition process, and CALL investigation is a law-governed excrescence from CALL training. A number of CALL investigators have initiated to ensure a historical corporation of CALL training and investigation. R.Kern arranged CALL training and investigation by separating computer SLA capabilities into three parts: the roles of "instructor," "gadget," and "environment" [48, 185]. R.Kern described that "personal computers utilized in the instructor role "can ensure teaching, review, and checking in grammar, lexicon, writing, articulation and several other aspects of language and culture learning" [48, 191]. Personal computers utilized in the gadget role "ensure organized entrance to all written, audio, and visual documents pertinent to the language and culture being investigated." They also "ensure source tools like online vocabulary, grammar checkers and agreements for principal examinations" [48, pp.191-192]. Personal computers utilized in the environment role "ensure websites for

interpersonal relationship, various types of media edition, remote learning, public involvement and identity development" [48, 192]. R.Kern argued that "traditionally CALL study concentrated on educational programs, however in the previous decades has concentrated more on environment roles" [48, 183].

In other chronicle of CALL application and study, M.Warschauer and Healey (1998) distinguished the archive of CALL study into three loosely connected patterns or period with particular decades. The stages of M.Warschauer and Healey are labeled as "behavioristic," "communicative," and "integrative." M.Warschauer and Healey related their "behavioristic stage of Computer-Assisted Language Learning to the 1970s-1980s. Behavioristic stage concentrates on constructional language learning within training and exercise on a personal computer. Communicative stage of their study is relayed to the 1980s-1990s" [62,78]. Communicative stage concentrated on language flowing obtained via communicative tasks involved in on a personal computer. According to M.Warschauer and Healey language instructors of our millennial era are stepping into an integrative stage of Computer-Assisted Language Learning. Interactive stage is distinguished through cooperative, expansive media and network usage of digital computer technology which creates genuine verbal intercourse and advanced learner organization.

S.Bax (2003) agreed with Warschauer and Healey and their proposed three substitute point of views to CALL training and investigation. He selected the definitions "open CALL" which is also known as "unlatched CALL", "integrated CALL" also known as "incorporated CALL" and last but not least "restricted CALL" also known as "constrained CALL." Constrained CALL tasks are defined by S.Bax as "latched exercises and tests which ensure negligible intercommunication with other learners occurs in a various computer laboratory and are not consolidated into the curriculum however they are noticed as discretionary or supplementary" [23, pp.13-28]. S.Bax defined unlatched CALL tasks as "pliable input, plays or computer moderated connection or communication (CMC) in which learners cooperate with the digital

computer and from time to time with other learners in a distinct language laboratory" [23, pp.13-28]. Unlatched CALL tasks are yet not entirely consolidated into the curriculum however alternatively are noticed as an accurate device. S.Bax depicted consolidated CALL tasks as computer moderated connection communication, word conversion, electronic mails or any other tasks in which learners cooperate regularly with other learners in the accustomed classroom environment and computer tasks are entirely consolidated into the language education program. He also associated his methods to diachronic CALL evolution: restricted CALL dominated from the 1960s until about 1980; open CALL has lasted from the 1980s until today, integrated CALL exists in a few places and a few dimensions only.

S.Bax (2003) asserted that the prospective of CALL is standardization which he determines as "the phase whilst an advanced digital technology is imperceptible, even hard to identify as an advanced virtual technology, taken with no consideration in daily life" [23, 23].

Not only language learners but also instructors utilize computers daily as an essential part of almost every class, like a desk or a board. Instructors and learners will utilize computers without any inhibition. Computers will not be the focus of any class, but they will play an essential role in all. Computers will be absolutely amalgamated into all aspects of teaching setting, besides course books and instructors. They will go almost unnoticed.

It can be concluded that computer technology can be of great benefit in the development of language competencies, provided that they are used competently and intelligently. Their importance for the independent work of students is becoming increasingly important. They help to overcome the language barrier and psychological complexes of students. Computer technologies develop students ' interest and motivation in learning a foreign language. Internet resources form intercultural communication skills and knowledge of other cultures. All these advantages prove the need to integrate computer technology into the modern educational environment.

CHAPTER II
THEORIES IN THE STUDY OF ADVANCED TECHNOLOGY IN THE ACQUISITION OF SECOND LANGUAGE

2.1. Latest Tendencies in CALL Investigation.

No matter what a person picks to title the recent CALL diachronic term consolidation or incorporated CALL or picks to concentrate rather on the implement or environment function of the digital computer, the recent tendency in CALL investigation are in the direction of responsive, expressive, computer-moderated tasks that are getting enclosed within the filled syllabus. R.Kern [48] recorded computer moderated communication (CMC), digital proficiencies, and telecooperation as center spots of CALL study in his assessment of the latest publication . D.M. Chun [33] arranged CMC and net-grounded indication as the two most released issues in Kern's assessment of the "hot" issues in CALL study chronicles. In addition D.M.Chun also arranged CMC and telecooperatin as the issues which get the maximum network clicks on the virtual variant of the CALL chronicles she assess. Defining the study techniques applied in Computer-Assisted Language Learning in their assessment of publication from 1990s to 2000s, Liu, Moore, Graham and Lee [55] described that they observed five qualitative investigations and sixty five quantitative investigations. U.Felix (2005) suggested that her "analysis of CALL investigation between 2000 and 2004 years three investigations which applied a preempirical layout, thirteen that applied a seemingly-empirical layout, eleven that applied an empirical layout and last but not least twenty six that applied a nonempirical layout are detected" [38, 15]. According to these publication assessments, the tendencies in CALL investigation is transferring in the direction of non-empirical investigation

layouts which engage with authorize learner relationship and interaction advanced virtual technologies.

Qualitative investigation constitutes a remarkable percentage of total second language acquisition investigation. In P.Benson, A.Chik, X.Gao, J.Huang and W.Wang's [25] their ten-years study of reports released in ten crucial Second Language Acquisition (SLA) chronicles. They observed that only 22 percent of all of these released reports have been qualitative. This data indicates that qualitative investigation performs a traditional function in SLA study. Qualitative study performs an increasing function in CALL and numerous main votes in the CALL network suggest meticulous qualitative study.

In her assessment of CALL investigation, U.Felix (2005) defined that "it is far a progressively hard to educate the efficiency of information computer technology (ICT) in Computer-Assisted Language Learning in the view of the fact that "technologies, environment and educating techniques have not just getting more complicated but indivisibly connected and results as a result even harder to calculate. The ever pursued question of the influence of the information computer technology on learning process stays unsolved in an obvious cause and effect sense." [38, 16]. R.Kern [48] explained in order to supporting Felix, " While advance CALL investigation commonly look for comparatively ordinary cause-effect connections between human-machine relation and learning, present study looks for comprehended more complicated connections among learners, instructors, structure, and technology within particular social and cultural circumstances" [48, 201].

M.Warschauer approved that in-intensity qualitative research "simplifies the investigation of vital but often occult factors, such as fundamental power connections in the teaching environment and society" [65, 760]. For instance, M.Warschauer [66] observed in his descriptive anthropology investigation of the consequences of advanced virtual technology on Hawaiian language resurrection which institute-stage Hawaiian language students improve a more potent relationship to their ethnic specification as

they study Hawaiian in an virtual environment in spite of the opportunity of a Occidental technology like the network to bordering or demolish traditional civilization.

Concentrating on the purpose of Chambers and S.Bax's (2006) standardization in CALL, they described that "in most cases contexts the most vital and complicated components hindering normalization are possibly community and human" [65, 466]. Due to the fact community and man stimuli perform such a crucial function in virtual technology unification. So Chambers and Bax claimed that "in-intensity qualitative" study which ensures "extensive and steady parsing of the distinct stimuli and their cooperation" and that "should involve awareness to the social and cultural aspects" is suitable and inevitable [65, 467].

CALL requires not only meticulous qualitative but also quantitative studies that notify each other. In the suggestion for following investigation division of (2003) assessment of publication from 1990 to 2000 year, they generalized the necessity for not just quantitative, not also qualitative CALL investigation. Liu and colleagues elucidated: "Researches applying both quantitative and qualitative legislatives are needed to elucidate the complicated intercommunication of public, cultural, and personal components which form the language learning process in a computer-assisted setting. In-intensity researches which cope with contextual components such as forms of learning exercises and instructor's ideals about language learning could support precious data for enforcing digital technology and in addition increase our comprehension of the language learning process in this distinctive setting" [66, 264].

Previously investigators can lead more proficiently arranged quantitative investigations generating the productiveness (or deficit) of information computer technologies (ICT) and CMC in CALL, more expressive qualitative investigation into the complicated conditions of digital technology unification in second language acquisition circumstances is required. This type of expressive, qualitative investigation may construct a basis of comprehension which will let prospective investigators interrogate preferable inquiries and layout preferable trials.

2.2. Need to Study Teachers. Qualitative CALL Studies of Teacher Viewpoints.

While practice transfers in the direction of a situation of standardization in which technology is no longer appeared as out-of-the-casual but is alternatively a systematic, daily part of the teaching environment, the function of technology in SLA is transferring from the laboratory circumstances to the teaching setting. According to this transference, M.Bush offered that "finding the ideal mix of teacher and technology is crucial" [28,455]. Particularly, no obvious image yet appears of precisely how language instruction has to continue in a systematic, systemically adjusted style in conditions where technology performs a considerable role. The consequence of future prosperous CALL investigation will be to conceive directions for learning such that the instructor and the digital technology cooperate, seizing collaborations according to the comparative preference each holds over the alternative.

As far as CALL study transfers toward times of entirely amalgamated, computer-as-environment SLA directive, the function of the instructor as the creator of suitable communicative, responsive teaching environment tasks turns more and more crucial. J.Burston (2003) proposed prospective investigators research "adjustments in instructors' ideals about their parts, what they count on learners, what they demand in the manner of professional increase and IT assistance infrastructure" [27, 225]. C.Chapelle [27] invoked CALL investigators in order to support their investigation in SLA didactics. Besides that C.Chapelle described, "In order to employ second language teaching environment investigation to the research of CALL tasks, it is beneficial to regard CALL through the lens of the teaching environment investigator who investigates the discourse established through the linguistic and non-linguistic actions of participators" [27, 22]. In the view of the fact that the function of instructor as resolution constructor and

originator is so crucial, it is convenient to investigate the technology consolidation experiments of second language instructors.

In the quest of the literature one master's thesis, nine qualitative and mixed techniques dissertations are observed which appeared somehow at instructor apprehensions of teaching environment technology consolidation. Every research in chronological order will be explained shortly. D.Chernow [32] analyzed the obstruction to rudimentary instructor utilize of digital computers. Throughout D.Chernow's systematic teaching environment inspects to four first-grade grades at two various rudimentary colleges more than a 3 months span of time. D.Chernow recorded learner intercommunication not only with other learners but also with the digital technology as they utilized the WiggleWorks computer program. In adition D.Chernow also managed surveys with other instructors at the two rudimentary colleges who utilized WiggleWorks software. As a result he detected three vital obstructions: 1) perception of instructor inconvenience with advanced technology, 2) a deficiency of coaching chances, and 3) nominal fellow and community assistance.

In a numerous situation investigation, Y.Almozaini [21] found how three college stage second language instructors really educated in circumstances of computer-aided writing instruction (CAWI). Y.Almozaini managed both separate and group surveys, videotaped class plenaries, observed sentient classes and composed materials. In his articles Y.Almozaini descripted that the second language instructors utilized the same educational techniques with CAWI as they did with basic school tools like pen and book tasks and that instructors confidences affected their educating process.

In a variegated-site situation investigation, D.Peterson [58] inspected department and executive perspectives in the direction of the schemes of technology unification utilized at two various universities at the same time. Utilizing a consecutive project with determined illustrating, she gathered chronicles and captivated surveys with a demeanor pattern of department and managers. D.Petterson accomplished that facilities of digital technology regarded to be a general approach, that technology unification was

considered by department as a top-ground attempt, that department and managers relied modern technology unification upgraded the educating and learning procedure and that managers could more efficient organization substitute if they apprehend the tradition of their organization.

In an experimental situation research, L.Kim [49] investigated the function of three second language instructors in CALL unification in academy-stage teaching environments. Kim gathered that the instructors' ideals about computers were situation-tied and intercommunication centered, instructors' usage of digital computers did not properly submit a positivist educating procedure, instructors' comprehension of computers did not appeared to correspond with their density and quantity of computer utilize, and more awareness to instructor technology preparation is required.

S.Lee [53] regarded in particular at the involvements of one academic-stage ESL instructor and the learners in his three groups while they took part in computer-aided classroom discussions (CACD). Lee also managed interviews, accomplished teaching environment surveillances, managed surveys, and had the instructor maintain a throwing back chronicle. His consequences displayed that complicated and interlaced situational components form both learner and instructor confidences about the CACD involvement.

B.Braul [26] found out second language instructors' awareness and perspectives tin the direction of CALL in his master's dissertation. Applying expedience representing, B.Braul first managed a CALL observation with all seventeen second language instructors in the same college curriculum. Then B.Braul implemented on the observations with questionnaires with three of the instructors. B.Braul's investigation explored that second language instructors normally notice CALL as possibly worthwhile however there are also obstacles including altering tutor functions and tutor educating that demoralize efficient and extensive usage of CALL.

Y.Chen [31] accumulated representations of how Taiwanese foreign language instructors consolidated the network into their teaching process. His study utilized combined techniques and applied a simultaneous triangulation action plan. Y.Chen

conducted three hundred eleven surveys and managed twenty two questionnaires with spontaneously chosen instructors from the northern part of Taiwan. He observed that instructor educating, teaching environment pedagogy, and comprehended capacity had an immediate influence on network utilize whilst conventional pillar, constructionist judgment, perspectives and confidences had an incidental influence on network utilize. Utilizing two or more variable facts, he accomplished that these 7shiftings responsible for 58.6% of the instructor variance in network utilize.

Utilizing a representational situational methodology, V.Garcia [46] investigated skilled CALL instructors' assessments of ten inexperienced K-6 instructors' teaching environment CALL schemes in their Spanish language teaching. Garcia both analyzed and examined his masters who were selected grounded on former CALL experiment. Garcia also analyzed K-6 learners about their visions of CALL. Garcia's research assumed voice to masters, rehearsing instructors, and learners. His elucidativist CALL assessment accomplished that efficient CALL counted more on how instructors progressed tasks and how learners took part in tasks than on the source itself. He advised that more awareness be compensated to the complicated actualities and circumstances of the intercommunications between instructors and learners in digital technology unifications.

H.Hsu (2006) utilized the science of phenomena of implementation as a hypothetical infrastructure to verify the experiment of digital technology consolidation in a college Chinese curriculum. Utilizing a situational investigation a system of methods, she examined fifteen learners, four instructors, and one manager. H.Hsu explored that "digital technology unification is both metamorphic and reflective in that it both educating and studying and reformed contestants' awareness of educating and studying" [45, 33]. She also declared that "prospective investigation should occur to contestants' awareness of the character of digital technology and contestants' acquaintances consolidating it" [45, 34].

V.Lazo-Wilson [52] finished a numerous situation investigation where she examined and noticed four institutions under- section finish learner Spanish tutors who educated their program in a smart teaching environment. She underlined the demanding situations and described the modifications that these tutors made in the course of a term as they convictional and reconvictional their virtual technology unifications. According to V.Lazo-Wilson's evaluations of the statistics, she proposed suggestions for instructors as well as superior molding of observed action and having another strategy like plan B for the situations in case digital technology does not function. V.Lazo-Wilson's suggestions for language courses contained more instructors educating and more chances for instructor co-operations. She convened for more qualitative investigation of the backgrounds of EFL instructors of all stages.

Consequences from the bibliography quest also determined only one enumerative research [67] with an investigation motive that is nearly arranged with that of this suggested investigation. Zhao investigated institute department perspectives in the direction of smart teaching environment digital technology for anticipating their stage of advanced technology unification. He also observed among other objects that department period, conventional assistance and educating, and department comprehensions of the efficiency of smart teaching environment digital technologies influence department unification of technology. Y.Zhao proposed some suggestions for prospective investigation. He declared: "in addition study is needed to determine department and learner impressions of smart teaching settings to better comprehend the effect of those impressions on both department and learners. Learner and department impressions of smart teaching settings need to be determined and associated to comprehend how to best utilize smart teaching setting digital technologies" [67, 80]. More research of learner and instructor comprehensions of the recently developed circumstances which already prevail in a smart teaching environment.

In addition the investigation of the ERIC information source carried to three qualitative or combined techniques researches of instructor comprehensions of digital

technology unification. K.Subramaniam [61] applied the Vygotskian quality assembles of an area of nearer point to the center evolution as a lens to educating process. K.Subramaniam particularly demanded the inquiry: “What are the instructor’s psychological prescience’s that assist to interpose learner studying?” [61,1056]. Subramaniam’s investigation found out four subjects that limited her contestants’ mental awareness. These are arbitration as an adventure, arbitration as accepting functions, arbitration as common speculation, and arbitrating as releasing or cultivating.

H.Kim [50] had discussion with ten second and foreign language instructors registered in an instructor curriculum and developed attestation of academic technology curriculum. Kim also utilized a substantiated hypothesis technique to apprehend instructors’ comprehension and supposition of computers in their teaching environment. His investigation found out that the instructors he had discussion with preferred utilizing computers as directional instruments more than as learner educating instruments and that instructor comprehension of computer-assisted language learning were instructor focused more than learner focused. Utilizing a combined techniques schemes Murday, Ushida, and Chenoweth (2008) investigated learner and teacher contentment with academy language virtual programs. Repeating learner subjects in their research focused on responses to decreased scheme of form and the advanced technology utilized in program conveyance. Repeating teacher subjects were the obligated for tutoring, surveillance of program information, and relationship with learners.

Taking into account all the advantages of innovative methods using multimedia and computer technologies, it is necessary to remember that the success of the educational process depends not only on their use. It is necessary to be guided by the principle of constructivism, according to which, the student is not a passive consumer of knowledge, and their active creator. Only with their active participation will the information they receive from outside be transformed into their own sustainable knowledge. This principle should form the basis of multimedia education. Teacher dominance in this type of learning, even when using technology and monitors, can lead

to a loss of motivation and interest on the part of students. Foreign language teachers need to revise their traditional beliefs and attitudes to successfully fulfill their role in the new learning environment. This does not mean that the teacher should simply hand over the initiative to the students, providing them with more learning resources, or abandon the lecture system in favor of research work only. Based on its dominant role, the teacher should start with General educational goals, gradually moving to a reasonable use of computer and multimedia, creating the preconditions for creative independent work, making multimedia an organic part and a strong tool of the educational process.

It can be concluded that the innovative approach of teaching a foreign language using computer technology and multimedia requires additional study and testing in practice. The success of its use depends on whether teachers are willing to take the initiative and take full advantage of multimedia and computer-based learning to identify and solve problems. If teachers learn new methods, summarize experience and gradually improve teaching methods, multimedia will make positive changes in the process of learning a foreign language and will help to achieve great success.

2.3. Critical Theory of Advanced Technology.

A.Feenberg [44] who is the well-known scholar expressed his analytical hypothesis of advanced technology in his two books on the theme. In his books, A.Feenberg compares his analytical hypothesis of digital technology with two different accepted perspectives of technology: a pragmatic philosophical approach that regards an activity which is called “instrumentalism” and the doctrine that all events, including human action, are ultimately determined by causes external to the will which is called “determinism”. The first instrumental perspective argues that digital technology is simply unbiased instrument that is unconcerned to the diversity of ends it can be applied

to obtain. The second determinist view of digital technology postulates that advanced technology utilize compiles a new sort of cultural method that reconstitutes the whole social setting as a control object. This recently developed civilized composition generated by the modern technology molds the entire existence. The instrumentalization of community is thus a fortune from which there is no salvation other than withdraw. A.Feenberg (1991) discarded these two instrumentalism and determinism views on digital technology and shapes the foundation of his analytical hypothesis of modern technology.

"Critical theory argues that technology is not a thing in the ordinary sense of the term, but an "ambivalent" process of the development suspended between different possibilities. This "ambivalence" of technology is distinguished from neutrality by the role it attributes to social values in the design, and not merely the use, of technical systems. On this view, technology is not a destiny but a scene of struggle. It is a social battlefield, or perhaps a better metaphor would be a parliament of things on which civilizational alternatives are debated and decided" [44, 14].

Not even single teaching environment technology unification occurs in emptiness. Any unification is entirely implanted in and substantialized by the co-formulated and discussed explanations of the contestants in the unification. A smart second language learning teaching environment is complicated miniature characteristic qualities of the wider community that A.Feenberg portrayed. Instructors and learners carry their inhabited memories, experiments and specifications with them into the teaching environment. The similar sorts of intercommunications that take part in the wider community perform out in the teaching-learning setting as instructors and learners communicate with one another and co-establish and discuss the teaching environment verbal intercourse. All of the performers included in the intercommunication co-regulate the character of advanced technology unification.

Absolute power implanted in teaching environment communications influences whole digital technology unifications. Relying on the literacy of M.Foucault, the

meaning of absolute power will be clarified. Foucault confirmed that “power is not an institution, and it is not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategical situation in a particular society” [42, 93]. Power is everywhere, not because it encompasses everything, but because it comes from everywhere.

Disciplinary power is broad and invisible throughout modern corporations. J.Gore defined the most essential characteristics the “disciplinary power” of Foucault with elucidating it as “effective and not totally oppressive,” disciplinary power “ revolves instead of being owned,” and it “appears in action,” sometimes “operates at the level of the stem,” and frequently “ functions through digital technologies of the self” [47, 99]. Disciplinary power governs on the nearly all extremely small stages of man communication. M. Foucault (1980a) generalizes: “In deliberating of mechanisms of power, I am considering rather of its capillary shape of appearance, the point where power attains into the very particle of individuals, strikes their bodies and enters itself into their movement and considerations, their discourse, teaching learning settings and daily lives” [42, 39].

According to M. Foucault disciplinary power on this stage is “a machinery in which everybody is captured, those who exercise power just as much as those over whom it is exercised” [40, 156]. Utilizing the theme of Foucault’s inscriptions, R.Levitt (2008) argued that “power is not owned, but is diffused throughout complicated social networks.” power “ functions through a net-like institution and individuals are the representatives of power” [54, 51]. He claimed that power in this meaning is unit of any teaching environment intercommunication. Not only learners but also instructors are representatives of power just as they interface. The investigator that researches the connections is a representative of power as well. Instructors, learners and investigators are not entirely conscious of the network of power which they are implanted in. Likewise researchers participate in the investigation process, they become an element in this network and they are not wholly conscious of all of the methods which they are unit

of this network. That creates a pressure since they are investigating something which they have become a unit of and their activities as investigators are observed by their sources as a task of power. Because of these arguments some investigators portray the power as absolute.

That web-like institution or network of power where characters are implanted initiates and is initiated by the verbal intercourse of the band. S.Ball (1990) determined verbal intercourse or in another word "discourse" in M.Foucauld's perception: "Verbal intercourses are about what can be said and considered, but also about who can talk, when, and with what power. Verbal intercourses encompass meaning and social associations; they represent both subjectivity and power connections. Verbal intercourses are 'practices that systematically shape the objects of which they speak. Discourses are not about substances; they do not identify substances, they compose them and in practice of doing so dissemble their own device" [42, 49]. Thus the potentials for meaning and for determination are prevented through the social and conventional situation held by those who use them. Meanings thus appear not from language but from conventional practices, from power connections.

M.Foucault [42] observed discourse verbal intercourse as determinative implementation managed within language. M.Foucault declares "Discourse is not simply that which translates struggles or systems of domination, but it is the thing for which and by which there is struggle, discourse is the power which is to be seized" [42,110].

We need to make concession for the complicated and inconstant action whereby verbal intercourse can be both a tool and a result of power, but also an obstacle, a deviation-unit, a point of strength and a starting point for a contrary strategy. Verbal intercourse hands over and creates power; strengths it; but also disperses and discloses it, displays it unstable and makes it possible to obstruct it.

In the teaching environment instructors and learners participate in verbal intercourse which repeats occurring power during the time that eroding it simultaneously. This verbal intercourse guides to a standardization of teaching environment activities.

Through the years as learners and instructors take part in verbal intercourse, definite manners, exercises and orders turn into acquired or standardized in the teaching environment. S.Ball (1990) explained standardization based on HH.Foucault's work: " By means of normalization Foucault takes into account the formation of legislatives, hierarchy, and adjustments around the idea of a dispensationary statistical standard within a assumed population—the idea of a condemnation on what is usual and thus what is unusual" [22, 2]. Frequently it is the standardization of trainings, manners and orders which conceals the absolute power appliances that are implanted in entire teaching environment intercommunications. The standardization of digital technology unification trains composes or is composed by the verbal intercourse of the teaching environment.

Instructors and learners carry numerous different individualities with them inside the teaching environment such as mature, kid, teenager, man, woman, race, ethnicity, group, English speaking or English learning, incapacity, competence and so on. All of these individualities influence the teaching environment verbal intercourse and the acquiring language operation. The topic of individuality is much more complex in second language acquiring as learners test out latest individualities while they participate in the second language learning operation. J.Menard-Warwick regarded "language learning not as an insulated act of comprehension, but as a way of placing oneself in community" [56, 260]. She quoted numerous investigations which propose that "various individuals are distinct in various circumstances, and that particular individuals in particular circumstances can increase or reduce from language learning" [56, 261]. J.Menard-Warwick submitted that "language learning can only be effective to the extent that it is in harmony with the learners' thought of their gender roles, their positions in community, class history, and ethnic backgrounds" Then she resumed that researches "demonstrate that in some conditions, learner subjectivities can transpose, and that through this process language learning can be increased" [56,262] as well. Second language learners carry identities with them inside the teaching environment. However

they also endeavor on completely different personalities while they deal with language learning process. Endeavor on those personalities in a foreign language situation (which is in the inside the country in which the aimed language is used) is divergent than endeavoring them on in a second language situation (which is in the inside of the country in which the foreign language is not used). For learners that use the language of the prevailing civilization, endeavoring on different personalities within the teaching environment does not rely in the identical manner on the learners' entrance to diplomatic and civilized power, acculturation, acclimatization and navigation techniques due to the fact that they as of now own the individuality of being unit of the prevailing civilization. The teaching environment verbal intercourse that standardizes teaching environment action is formed by the individuality which instructors and learners own ahead they get into the teaching environment verbal intercourse and the individualities that they endeavor on as they employ in second language acquisition. Since individuality acts such an essential function in verbal intercourse, it is unattainable to examine absolute power implanted in teaching environment digital technology unifications without concluding individuality in the examination.

2.4. Critical Theory of Advanced Technology in Education.

A.Feenberg [37] employed his hypothesis to an academic situation. Paying notice to the absolute power, he described that creators of virtual teaching settings can be either apply a "technocratic model of control" that restricts student initiative or a "democratic model of communication" which extends attempt [37, 62]. By this mean, the evaluative hypothesis of advanced technology posits any digital technology unification in the situation of its possibilities throughout the conflict for content among the accomplices in the advanced technology unification. The thirty eight concentrate is both on how digital

technology is utilized and what contents are co-established by its utilization and what other feasible contents would be co-established whether digital technology were utilized distinctly. Consumers of digital technology in a teaching environment might focus their notice on the advanced technology by itself and it does not comprehend the public, civilized and pedagogical suggestions of their technology utilization. The evaluative hypothesis of advanced technology let the investigator examine absolute contents under the verbatim outward of a teaching environment digital technology unification.

In the identical paragraph, A.Feenberg [37] proposed intuition in how absolute power rules digital technology unifications. A.Feenberg submits that "technology is a two-sided phenomenon: on the one hand the operator, on the other the object where both operator and object are human beings, technical action is an exercise of power" [37, 49]. He defined a meaning of functioning independence which is also called as "operational autonomy" that mechanics can expand that permits them to arbitrate about the application of digital technology "regardless of the views or interests of subordinate actors" [37, 53]. It authorizes them to reconstruct the circumstances of their own domination at each interaction of the technology they order. While it occurs, the dependent performers are able to combat against the technological structures abused upon them. The strength of the dependent performers seems in the shape of the response they ensure to the technical movement. Since the utilization of the digital technology itself is able to conceal the connection of the response or strength to the technical movements of the mechanic, the mechanic might regularly be ignorant to the response or strength. This is the interaction of a mechanic's technical movements and the comment or strength of dependent performers establishes the scene of tussle on which civilizational options are discussed and resolved.

In a second language smart teaching setting, this might be unintelligible who is acting as the mechanic and who is acting as the item in a technical movement. The instructor as the creator of learning exercises is regularly the mechanic and the learners are the item. In the most of the situations, nevertheless, learners can act as the mechanic

since they can own more technological ability and comprehension than the instructor. The absolute power influences the interaction of technical movement and response or strength which outcomes from the interplays of mechanics and dependent performers. This intercourse might be very sensible and the mechanics and dependent performers may themselves be unconscious of it.

In his research of the function of digital technology in the regeneration of local Hawaiian in Hawaiian colleges, M.Warschauer [65] utilize the evaluative hypothesis of advanced technology as his objectives in order to explain the digital technology unifications he examined. Concentrating on the public institution of network utilization, he investigated the function that entrance, language, civilization and individuality took part in forming the technology unifications included in learning Hawaiian. The evaluative hypothesis of digital technology objectives concentrated M.Warschauer's investigation on the "interplay of machine and social context" [65, 144]. This focal point let him expose the absolute power which affected the judgment that accomplices in the digital technology unification created.

D.Schmid (2006) applied an evaluative hypothesis of technology objectives in his investigation of the utilization of interactive whiteboard technology (IWB) in a foreign language teaching setting [59]. Contemplating the established character of digital technology unification, he studied the interplay of a technology's scheme and the way it became assimilated by its consumers. D.Schmid's research utilized "the evaluative hypothesis of digital technology to inspect the ways the specific features of the interactive whiteboard, the instructors' pedagogical convictions, learners' comprehension of the prospective of the interactive whiteboard and the discussion among learners and instructors concerning how the interactive whiteboard might be utilized affected the character of the digital technology unification. His focal point permitted him to analyze the underlying power connections that form how digital technology is constructed and utilized.

III CHAPTER

METHODOLOGY OF THE STUDY IN ADVANCED TECHNOLOGY AMONG ADULT LEARNERS IN THE ACQUISITION OF THE SECOND LANGUAGE AT KHAZAR UNIVERSITY

As it has been previously stated in the introductory part of the research, a case study was conducted in Schools of Humanities and Social Sciences of Khazar University. Lately, the studies in the field of use of advanced technology in the acquisition of the second language among adult learners have greatly changed to a positive attitude, and now it is possible to use both quantitative and qualitative methodology for studying this area of science. However, in the research works it is possible to use both quantitative and qualitative methods. Firstly, a quantitative method can be helpful for authors to find out relevant data about their subject and object of the study, yet in our research in order to find out enough information about study objectives a quantitative method was used alongside with qualitative method. Students' evaluation of instructional materials (survey) and interview were used in our study.

3.1. Research site of the study.

The case study has been conducted in the named Schools of Khazar University located in Baku, Azerbaijan. This university offers 5 Schools (School of Engineering and Applied Sciences, Schools of Economics and Management, School of Education, School of Humanities and Social Sciences, Summer School), courses leading to the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees, BS and MS degree programs [72].

3.2. Sampling procedure and participants of the study.

For our purpose School of Humanities and Social Sciences was applied to select within the University of Khazar. For this study, the students of School of Humanities and Social Sciences were surveyed and interviewed according to the quantitative and qualitative methods in order to define their evaluation of instructional materials used in the classroom (survey) and their attitude toward the use of advanced technology during the acquisition of the second language by adult learners. School of Humanities and Social Sciences was chosen for the reason that students of one of these groups usually get high scores in the English tests and use of advanced technology in classroom.

Alongside with survey and interview, the observations were also held in School of Humanities and Social Sciences which offers courses leading to Linguistics, Auditing and Audit, Biology. However, in our case study the students who participated in the survey and interview were from Translation and International Relations. Overall, 20 students (10 students from Translation and 10 students from International Relations) participated in our survey and interview.

3.3. Student participants of the study.

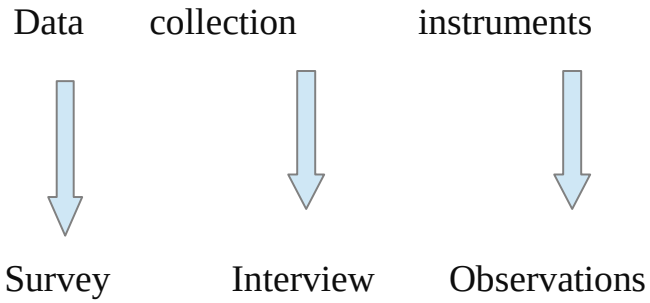
Firstly, the English teachers of the groups were asked by me to permit to observe their classes in order to define the use of advanced technology in classroom and which group of the students are likely to be surveyed, interviewed and observed considering the most suitable number of students in the named groups. The next step was to explain the students of the named groups the aim and importance of my study. After having done class observations, corresponding groups were determined to be studied. Accordingly, I asked the students to read their survey and then students were interviewed. I also explained them their rights to use the survey and an interview.

Ten survey items and ten interview questions were administered to participants. All in all, twenty students from School of Humanities and Social Sciences participated in the survey and interview, all questions and items were answered by them.

3.4. Data collection instruments of the study.

As it has been earlier, quantitative and qualitative data collection instruments were used to check out students' evaluation of instructional materials, namely, the advanced technology in classroom during the acquisition of the second language in this university. For the quantitative method, initially the survey was administered to the students in order to obtain the percentage of the basic materials, visual, audio and audio-visual aids and information communication technologies used in classroom. Then the students had to answer interview questions by using qualitative method in order to learn their attitude towards the advanced technology used in classroom, as well as observations were taken in School of Humanities and Social Sciences.

Diagram 1. Data collection instruments.



3.5. Survey of the study.

For this study, in the initial stage the survey was administered to the students. The students had to fill in the form, tables by ticking the right answer if they agree, and putting minus if they disagree with statement. The survey comprised of ten questions where the students had to choose the three options for answer: always, sometimes and never. This survey offered the students to evaluate the instructional materials used in classroom.

Students' evaluation of instructional materials.

In the next stage the students were administered the survey of Students' evaluation of instructional materials (advanced technology) used in classroom. In our study, the English-language version of students' evaluation of instructional materials (advanced technology) used in classroom was used for undergraduate and graduate students studying English as first and foreign language. This survey is used widely in many countries. Students' evaluation of instructional materials (advanced technology) used in classroom was adapted for our study in order to check the students' attitude towards the use of advanced technology in the acquisition of the second language.

The original test comprises more questions (items) with multiple choice answers (always, sometimes, never). However, the number of the items (questions) was modified and reduced to ten. The aim of Students' evaluation of instructional materials (advanced technology) used in classroom was to study the students attitude towards the use of advanced technology in classroom.

3.6. Interview of the study.

In order to obtain qualitative method in the study of use of advanced technology used by adult students in the acquisition of the second language the interview was use in School of Humanities and Social Sciences, mainly in the groups of Translation and International Relations. The number of the interview questions was ten. The aim of the interview questions was to obtain information about the advanced technology used in classroom. However, this interview is widely used by all experts all around the world, and the number of the questions varies. However, the interview questions were also modified in order to suit our aim.

3.7. Observations of the study.

English class observations were made in School of Humanities and Social Sciences, groups of Translation and International Relations of Bachelor Degree. Half the observations were conducted in the group Translation and other another half was conducted in the group of International Relations.

The purpose of doing these observations was to find models in teacher\students interactions, their attitudes, feelings and interests in the language program, strategies, teaching materials used that could have been connected with the students' evaluation of instructional materials used in classroom. During the observations some notes were taken with the permission of the teachers.

IV CHAPTER

RESULTS AND DISCUSSIONS OF THE STUDY IN ADVANCED TECHNOLOGY AMONG THE STUDENTS AT KHAZAR UNIVERSITY

The most obtained data from the survey and interview will be discussed overall in this chapter; thus, it includes the participants' answers separated by the two academic programs (Translation and International Relations) observed.

If the previous chapter describes the obtained data from the survey and interview, this chapter is likely to describe the results and discussion of the survey and interview obtained from twenty students.

4.1. The results and discussion of the survey.

In order to obtain students' evaluation of instructional materials used in classroom, mainly advanced technology in the acquisition of the second language offering multiple choice answers (always, sometimes, never) by ticking one of the options and putting minus if your answer is negative, a survey was given to all of the student participants. Accordingly, the percentage of basic materials, visual, audio and audio-visual aids, information communication technologies used in classroom were surveyed. The survey was held among the students of Translation. The overall number of students participated in the survey was ten. The results are given in the following tables below.

Table 1. The percentage of the basic materials used in classroom (School of Humanities and Social Sciences, Translation)

	Instructional materials	***Always***		***Sometimes***		***Never***	
	PC, Tablets (e.g., iPads)	***2 students***	***20%***	***5 students***	***50%***	***1 student***	***10%***
	Mobile Devices	***1 student***	***10%***	***2 students***	***20%***	***5 students***	***50%***
	Overhead projector	***3 students***	***30 %***	***6 students***	***60%***	***1 student***	***10%***
	Smart Board	***1 student***	***10 %***	***0 student***	***0%***	***8 students***	***80%***

As it can be seen from table 1, two students ticked always option, five students sometimes option and only 1 student –never option for using PC, Tablets (iPads) in classroom. For the second question (mobile devices) 1 student marked always option, 2 students – sometimes option and 5 students – never option for using mobile devices in classroom. For the third question (overhead projector-OHP) 3 students ticked always option, 6 students – sometimes option, 1 student – never option for using OHP in classroom. For the forth question (Smart Board) only 1 student ticked always option, no student – sometimes option and 8 students – never option for using Smart Board in classroom. The percentages of the students who ticked one of the proposed option were also given in the table.

Table 2. The percentage of visual, audio and audio-visual aids used in classroom (School of Humanities and Social Sciences, Translation)

	Instructional materials	***Always***		***Sometimes***		***Never***	
	Educational websites	***2 students***	***20%***	***7 students***	***70%***	***0 student***	***0%***
	Audio/video podcasts	***1 student***	***10%***	***9 students***	***90%***	***0 students***	***0%***
	Digital photography, audio and video	***0 student***	***0 %***	***10 students***	***100%***	***0 student***	***0%***
	CD, DVD, Slides	***1 student***	***10 %***	***8 student***	***80%***	***0 students***	***0%***

As it can be seen from Table 2, for the fifth question 2 students marked always option for using educational websites used in classroom, 7 students ticked sometimes option and o student – never option. For the sixth question (audio/video Podcasts) 1 student ticked always option for using audio/video Podcasts, 9 students – sometimes option and 0 student – never option. For the seventh question (digital phtography, audio and video) 0 student ticked always option for using these aids, 10 students ticked sometimes option and 0 student never option. For the eighth question 1 student ticked always option for using CD, DVD, Slides in classroom, 8 students – sometimesoption and 0 student 0 never option. It is surorising that in this survey no student ticked „never“ option.

Table 3. Responses to the use of information communication technologies (ICT) used in classroom (School of Humanities and Social Sciences, Translation)

	Instructional materials	***Always***		***Sometimes***		***Never***	
	Interactive white board	***4 students***	***40%***	***2 students***	***20%***	***4 students***	***40%***
0	**Internet based materials**	***5 students***	***50%***	***5 students***	***50%***	***0 students***	***0%***

As it can be seen from Table 3, for the ninth question 4 students ticked always option for using interactive white board, 2 students – sometimes option and 4 students – never option. For the tenth question, 5 students ticked always option for using internet based materials, 5 students – sometimes option and 0 student – never option.

4.2. The results and discussion of the interview.

For obtaining qualitative results of the research an interview was submitted to the students of International Relations. The interview consisted of ten items with open-ended answers. The aim of the interview was to know and learn the opinions of the students about using new advanced technology in second language acquisition. The tool for the interview was the survey with open-ended answers. All students participated in the interview. It was held face-to-face with students. The items of the interview were about the followings: how is technology used in classroom? How does it help you to improve your language abilities? How often do you use advanced technology? For what reasons do you use advanced technology? So on. Certainly, the answers of the students

varied according to the issue discussed. Most students expressed their thoughts that presentations, videos, listening to somebody's speech and watching movies are widely used in classroom. Some students expressed their opinion that advanced technology helps them improve all language abilities, especially listening and speaking. The students also told that they use advanced technology outside the classroom environment for chatting and others. Most of them find advanced technology very useful for mastering language and development and integration into the new world. However, they disapprove the advertisements and spams on the Internet and unuseful spams and information. Consequently, the results of the interview can be concluded that advanced technology has a great positive impact on learning a foreign language and integration into the world.

4.3. The results and discussion of the observation.

The results of the forming experiment conducted by us prove that the use of modern information and communication technologies (multimedia programs, the Internet) in teaching the English language has a significant impact on increasing the motivation and assimilation of new educational material by students. Our study suggests that the use of modern advanced technology is possible not only in the classroom, but also in the independent work of students in learning the English language, which leads to an increase in interest of learning, the development of self-reliance and creative abilities of students.

The experiment took place in the natural conditions of the educational process at Khazar University. We have chosen "English language" as an experimental discipline, since at present there are a large number of electronic textbooks, electronic dictionaries, and training programs for the study of this language.

The ascertaining stage of the experiment confirmed that the existing traditional system of organizing the educational process of Khazar University and the process of studying the English language discipline itself does not provide a sufficiently high level of student learning of the teaching material and does not meet modern requirements for the training of highly qualified specialists.

The model developed by us includes motivational, informative and intellectual components. The study showed that students show great interest in the use of information and communication technologies in learning English. At present, modern technologies must firmly enter the learning process. Informatization and the Internet are becoming not only fashionable words in our lexicon, but also one of the powerful tools in teaching languages. Information and communication technologies allow access to the information available on the websites at the time of accessing it, on the other hand, to purposefully share information by sending it via e-mail to various regions and countries. The opportunity to work in computer networks opens up new perspectives for teachers of the English language and students for the creative development of their personality, accumulation of experience, independent learning, often more complete and sometimes different from those provided in printed textbooks and reference materials. In addition, a variety of teaching information and a variety of forms of its presentation gives the English language teacher the opportunity to find the most effective ways to use it in the learning process. The possible variety of forms of presentation of educational information creates favorable conditions for studying, training and improving speech skills and knowledge of the English language. The Internet creates a unique opportunity for students learning English to use authentic texts, listen and communicate with native speakers, that is, it creates a natural language environment. Thus, information and communication technologies and the Internet provide additional opportunities to improve the learning process.

The results of the forming experiment confirmed the hypothesis of our study. Namely, the quality of training of students studying English will be higher if the means of advanced technologies are used in the learning process.

After conducting a pedagogical analysis, it was revealed that the English language classes using modern information and communication technologies can act in the following psychological and pedagogical functions and relate to the student's personality as a means of communication, joining a language team, familiarizing oneself with the cultural and historical values of the language being studied, development of cognitive activity, the solution of communicative, cognitive and professional tasks.

Throughout the experimental work, we observed an uneven, but rather steady increase in the high level of student learning and motivation in learning English. The results of experimental work show that changes in the levels of mastering the educational material of students are natural, where indicators decrease in a low level and increase on average and in a high level.

In the course of the experiment, such research forms as survey, interview and observation were actively used. The study showed that the use of modern information and communication technologies together with new pedagogical developments significantly increase the efficiency of training, while the formation of information literacy of future specialists increases. Consequently, experimental work confirms our theoretical assumptions, and the developed technology can be used in studying the language discipline to improve the efficiency of learning the English language and the formation of information literacy of students.

CONCLUSION

During the study, it was found that the rapid entry of Azerbaijan into the world community, the economic and socio-cultural situation in the country provided a huge demand for knowledge of foreign languages, created a powerful motivational basis for studying them. Language began to be studied as a means of everyday communication and obtaining a specialty, a tool for improving the skills of business communication. Today, it is absolutely clear that the knowledge of one foreign language is not enough to solve the problems of professional security. Obviously, the new social order requires the expansion of the functions of a foreign language as a subject, and hence its goals and objectives have changed, which, in turn, has led to a change in the means of instruction. Obviously, the achievement of these goals is impossible without the use of advanced technologies in the classroom.

A comprehensive analysis of monographic literature, dissertations, conference materials on the use of advanced technologies in the educational process, as well as our own teaching experience allow us to state that the use of modern advanced information and communication technologies is a priority in education.

In Azerbaijan, there is still no concept of using modern advanced information and communication technologies for the purpose of education in higher education institutions, which means that many teachers will search for their own ways and try to solve their problems on their own.

The methodological approach carried out in the study contributed to the identification of the most promising in this case ways of improving the teaching of the English language at Khazar University with the help of modern advanced information and communication technologies. Analysis of the results of the study suggests that the developed and experimentally tested technology of learning English on the basis of modern information and communication technologies has a positive impact not only on

the formation of independent activities of students and the effectiveness of teaching English, but also on information literacy.

The introduction of methods of learning the English language on the basis of modern information and communication technologies in experimental groups contributed to improving the efficiency of the process of learning the English language. We have determined that the shortest way to informatization of education lies through the creation of a system of motivation for the introduction of advanced technologies in education. Teachers need to use advanced technology in teaching a foreign language.

The introduction of advanced technology at Khazar University requires not just a trivial teacher training, but is a complex scientific and pedagogical, social and organizational problem, the solution of which essentially depends on the intellectual potential of the near future. The result of the ascertaining experiment on the example of learning the English language suggests that the advanced technologies at Khazar University is not only a priority, but also effective and can be recommended as a basis for organizing the educational process in the universities . This is convincingly shown by the results of experimental studies conducted in the 2016–2018 academic year.

Along with this, the results of experimental education indicate that the use of advanced technologies in the educational process of a university allows:

- to intensify and individualize the educational process;

- significantly intensify the cognitive activity of students, increase its stimulating component;

- to implement in the process of independent work of users with elements of the didactic complex a friendly interface and an individual rate of learning material, while providing high motivation in gaining knowledge, skills and practical skills;

- produce operational control over the process of mastering knowledge, the formation of skills and abilities;

- keep statistics of performance and diagnose the level of training of each student and the group as a whole, which provides a fairly objective assessment and well-informed teacher.

Based on experience, it can be said that the most effective form of education is one in which the learning process itself is closely related to the active work of students. The use of modern information and communication technology in the classroom of the English language is one type of such an organization of the educational process.

In the course of experimental learning, the effectiveness of the developed technology of teaching the English language was confirmed, which was manifested in the positive dynamics of learning and motivation, and as a result, the growth of information literacy of students participating in the experiment.

CALL requires not only meticulous qualitative but also quantitative studies that notify each other. In the suggestion for following investigation division of (2003) assessment of publication from 1990 to 2000 year, they generalized the necessity for not just quantitative, not also qualitative CALL investigation. Liu and colleagues elucidated. Studies employing both quantitative and qualitative measures are needed to explain the complex interaction of social, cultural, and individual factors.

The results obtained in the course of experimental work give us grounds to draw the following conclusions:

1. Theoretical and empirical analysis of the problem of introducing modern advanced technologies in learning a foreign language in higher educational institutions allowed defining the concept of “advanced technologies”.

2. The features of the educational process at Khazar University in the context of the introduction of advanced technologies. It was shown that the transition to modern information and communication technologies of teaching foreign (English) language contributes to increasing students' learning and motivation, developing their cognitive abilities and independence, developing information literacy and skills to apply their knowledge in the process of general theoretical and vocational training.

3. A model has been built for the formation of foreign language competence using information and communication technologies, including: prerequisites of creation, goals, informative components of the information environment, content of teacher and student activities, didactic and organizational means to ensure this activity.

4. In the process of the study, organizational and pedagogical conditions for the use of information and communication technology tools in teaching the English language in universities have been determined.

5. On the basis of the work carried out, indicators have been identified, the analysis of which makes it possible to assess the quality while learning a foreign (English) language in the context of using advanced technologies. These indicators include assessment of knowledge quality and abilities and skills of students, obtained as a result of current sections in the form of tests, assessment of students' professional self-awareness, analysis of the level of formation of information literacy.

6. In the course of experimental training, the effectiveness of the developed technology of applying modern information and communication technologies in teaching the English language was confirmed, which was manifested in the positive dynamics of the studied indicators of the personal and professional growth of students participating in the experiment. Therefore, the use of advanced technologies by adults in teaching the English language at Khazar University results in a new, higher quality educational process that provides training for highly qualified specialists.

The generalization of the results of the study allows us to formulate the following recommendations:

- improve the information competence of teachers;
- to form and develop students' information literacy;
- to form the administrative component of the information and educational space;
- to modernize the material and technical base of at Khazar University;
- install, develop and use a wider range of licensed software products;

- use multimedia technologies in teaching the English language, which significantly increase the efficiency of teaching, the main goal of which is to improve the skills of everyday and professional communication (both directly with native speakers and mediated through television, the press, the Internet);

- use multimedia teaching tools, which allow in the absence of a natural language environment, to create conditions as close as possible to real speech communication in foreign languages;

- apply software products created directly by teachers (or teachers together with students) in various instrumental environments or visual design environments;

- more extensive use of the resources of the Internet in the learning process.

The overall results of the study allow us to conclude that the hypothesis has been implemented, the tasks have been solved. Experimental work showed the promise of further developing this problem.

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