Information and communication technology development in the higher education institutions of the United Kingdom

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Abstract

The use of information and communication technologies (ICT) provides the possibility to create means for autonomous second language learning (ASLL), facilitates to formation and development of skills and abilities in second language learning (SLL). In such circumstances, the organization of ASLL stands beside the most important objectives of teaching, the national system of higher education is before the necessity of learning individualization improvement and application of foreign experience. In order to enrich the national pedagogical theory and practice, an example for which could be the British pedagogics with the developed system of person oriented, individualized learning and ICT. This article reviews the main stages and aspects of information and communication technology development in the context of the autonomous second language learning concept of the United Kingdom higher education institutions from the 1960s to 2000s. Identified, that interactive education technologies in second languages learning, mainly based on autonomous learning, emerged on computer technologies growth, developed under the influence of behavioristic approach to education in the 1960s-1970s, received wide spreading from the 1990s, during the Internet development and constructivist approach to studying, and became an integral part of autonomous second languages learning in the 2000s.

Keywords: blended learning; self-access learning center; individualization processes; foreign experience; theory of behaviourism

1. Introduction

Modern paradigm of Ukrainian national education is aimed at holistic and promising innovative university graduate formation, his/her self-development and self-realization, forming the ability to

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autonomous learning (AL) (2016), learning to learn, therefore – social and professional growth. Accordingly, the more significant importance becomes the search of such methods, techniques, forms, models of learning, which contribute to the growth of autonomous learning and cognitive activity of the student, developing skills to critical reflection, knowledge systematization, etc. The use of information and communication technologies (ICT) provides the possibility to create means for autonomous second language learning (ASLL), facilitates to formation and development of skills and abilities in second language learning (SLL). In such circumstances, the organization of ASLL stands beside the most important objectives of teaching, the national system of higher education is before the necessity of learning individualization improvement and application of foreign experience. In order to enrich the national pedagogical theory and practice, an example for which could be the British pedagogics with the developed system of person oriented, individualized learning and ICT. The need to involve ICT in the educational process in order to increase the effectiveness of SLL is predetermined by political, economic, social and other factors. A university graduate must master the necessary skills and abilities to apply the latest technologies usage, research and development activities for further communicative SLL competence development, and to be ready for lifelong learning.

Development and use of ICT in the system of higher education and SLL have been reviewed by scientists such as: The role of the Internet in the UK education (Dushchenko, 2016); Features of interactive technologies and learning methods in SLL (Koval, 2011); The use of the Internet in the UK educational process (Statkevich, 2008); Teaching methods with the Internet technologies using (Chuvilina, 2009); Foreign language learning with self-instructional television materials (Umino, 2002) The development of additional adult education in the UK (Toporkova, 2006) and others. The problem of ICT using in ASLL system is developed in the works of such scientists: Promoting the development of AL in higher online education of the United Kingdom (Arnold, 2006); CALL and the development of learner autonomy (Blin, 2005); Evaluating User Interaction With Interactive Video (Gardner, 2002); Methodological foundations of autonomous computer-based English reading training of adults (Klimentev, 1999); Training in professionally-oriented dialogical communication of learner autonomy students by means of Internet chat (Nasonova, 2008); Teachers' efforts to create student-directed online literacy platform (Louick et al., 2019) and others.

2. Methods

Modern theories of learning are focused on the development and formation of critical thinking, the transition from reproductive to individualized mastery of knowledge, as opposed to the knowledge transfer from teacher to student. The responsibility of the student for personal learning results increases. Through ICT, the student is able to actively participate in learning environment creation, using authentic learning resources and harnessing the scientific potential of the best higher education institutions in the world for successful SLL. It is determined that the categories "learner autonomy" and "autonomous learning", common in psycho-pedagogical and methodological literature, are often used synonymously and confusing. We share these concepts for the reason that we believe that learning is an activity and process, and autonomy is the educational and pedagogical ability of the individual. Therefore, the concept of learner autonomy is defined as the student's metacognitive capacity for autonomous learning. In such conditions, the organization of the AL which as a pedagogical category is a process during which the student organizes and systemizes his/her learning environment and bases on the personal student needs for knowledge, personal motivation, ability and capability to set the purpose of learning, to determine tasks and terms of completion, – is a foremost objective of education, and the national higher education system requires improvement of education individualization processes, taking the foreign experience into account (Smolnikova, 2017).

The research aims to make an analysis of information and communication technology development in the context of autonomous second language learning concept of the United Kingdom higher education institutions (from the 1960s to 2000s).

3. Results

Pedagogical approaches development factors to the AL in the new educational paradigm were the students developed critical thinking skills, which made it possible to operate the information sources, to integrate information from different online sources, to construct their own Internet environment. We argue that there is an inextricable link between the new ICTs, computer literacy and the ASLL concept. The Internet environment development requires autonomous users who operate online tools and resources, ask specific questions, make and implement plans, take responsibility for individual and collective online projects. At the same time, the apparent success of AL is provided by modern learning approaches, strategies, styles and new knowledge. The expansion of cultural, political and economic bonds with foreign countries has facilitated the opportunity to borrow a valuable experience in SLL teaching. An example of which could be the British education with the developed system of person oriented, individualized competent learning and ICT.

In the 1960s, the education of Great Britain was influenced by behaviouristic ideas, which contributed to the development of a new linguistic methodological course – "structuralism" (Palmer, 1925; Hornby, 1950, etc.) (Situational foreign languages teaching approach method, analogue of The American Audio-Linguistic Method by Brooks (1964)). The core of the method was to master the skill of speech through imitation-based learning. Structuralism promoted the emergence of the first computer programs in the United Kingdom educational process in the 1960s ("En Avant", "Adelante", etc.), which further contributed to the development of Computer Assisted Language Learning (CALL) technology. Such first language lab was equipped at the University of Salford in 1962. At the same time, a British Audio-Video Association was established, the purpose of which was the advancement of the audio-linguistic method. These programs served as the basis for the foundation of self-access learning centers (SALCs), which began to appear throughout the country in the late 1960s and became the first tools for the introduction of ASLL at British universities. However, the theory of behaviourism had been increasingly criticized (Chomsky, 1965). It was considered, that a person generates active cognitive activity and different reactions to the same stimulus, depending on the personality of the individual and situation. The idea was substantiated that the student should not be an inert performer of the lecturer planned teaching process, but actively participate in it. It was believed that the learning of SLL is ineffective without ICT, which contributes to the independence of the student, instead – the tape recorder is not able to replace the teacher (Kuznetsova, 2001).

Other ICTs which began to be widely used in the teaching of SLL in the UK are television and television set. In the late 1960s, the BBC Broadcasting Company launched a series of English language programs: "Speak for Yourself", on the radio and television, which became one of the ways of ASLL introduction and development at that time. Consequently, cognitive approaches to SLL started to form in the late 1960s, including the new socio-cognitive methods, including the new ones with ICT usage which contributed to the ASLL development. At this time, the idea of lifelong learning began to spread actively in Europe and the United Kingdom. A practical achievement in the field of adult lifelong learning was the opening in 1971 of the Center for Research and Applications in Language Teaching, Nancy, France (the Centre de Recherches et d`Applications en Langues) − (CRAPEL) in 1971. Founded under the auspices of the Council of Europe within the Modern Languages Project, it was also set up as a scientific center for the learning and development of the ASLL concept (Benson, 2010).

One of the key CRAPEL innovations was the introduction of resource-based SALCs, the consulting ideas development. The first modern SALC was based at CRAPEL itself and at the University of Cambridge. The training center contained a systematic collection of didactic and authentic materials with the compulsory audio equipment, a video section, a section for texts listening, etc., for SLL and optimizing ASLL. The students with higher levels of SLL knowledge and with advanced AL skills use the centers. An important event in the development of ASLL ideas was a workshop on the subject, held in Cambridge (Harding-Esch, 1976). Noteworthy was the discussion at the Multi-Media Seminar on SLL (French and German) of the radio and television department of the BBC Corporation together with the University of Brighton, the University of Cambridge and the University of York. The project covered 25 television and 25 radio programs and involved the use of textbooks, didactic materials, audiotapes and three colour films. Two groups of students participated in the study – the first studied at home, the second – in the classroom. The aim of television learning was to identify the audience of the ten basic BBC language courses and to evaluate them in view of listeners' reflection (Harding-Esch, 1977).

In the 1980s, the theoretical and methodological development of ASLL was continued. The ideas of L. Vigotsky, the activity theory of A. Leontiev and the philosophy of Marxism had influenced the theories of cultural-historical activity and the social-cultural approaches development of Y. Engestrom (1987), which led to the development of ideas for the use of ASLL in classroom learning and became the basis for the development of CALL directly related to ASLL. The scientist considered the relationship between the development of the individual and society, and their daily activities. To rethink the essence of the individuum and the environment, A. Bandura developed theories of "social learning" and "self-efficacy", which facilitated to the development of cognitive direction in science. With attention to the theories of A. Bandura (1977), scientist B. Zimmerman (1989) created a model of self-regulation, where he identified three phases – predictability, action and control of will and self-reflection. Based on B. Zimmerman`s ideas of constructivism and self-regulating learning theory, Computer Supported Intentional Learning Environments (CSILE) was created. The goal was to promote students learning through collaboration, reflection, and search for answers in the Internet.

With the advent and accessibility of the Internet in the 1990s, the next stage was innovative educational technologies development, interactive learning tools and distance learning in the UK education system. At this stage, the Higher Education System of the UK launched an Innovative Learning Management System (LMS) and one of the most promising and well-known systems for organizing and interacting between teacher and student – Moodle (Module Object-Oriented Dynamic Learning Environment) – which enhances the possibilities of the educational process through the use of AL, the advantages of which are in providing a convenient time and place of study, the interaction between teacher and student, depending on the necessity, saving time and money and individualization of learning.

Specific processes in the Internet environment led to the appearance of other Virtual Learning Environments (VLEs) in the Great Britain education system – platforms: Blackboard, WebCT, Open Source, the work of which is based on AL. Computer-mediated communication (CMC) systems have been created at the governmental level, promoting pedagogical innovation and enhancing the teaching level of SLL (Blin, 2005). The application of ICT led to the change in working conditions and set new education tasks. The study of SLL foresees the cooperation of its subjects. The Internet has made this task much easier – interaction became more effective. Digital technologies have greatly expanded the AL possibilities in the educational, cultural and social spheres. Through direct access to educational resources and materials, the teacher establishes himself as a guide in the process of acquiring new competencies by students (creating a new digital environment, counselling, etc.). Students learn individually how to choose effective learning materials and use appropriate forms of work.

Special revision is given to the Internet as socialization of learning factor in the UK and the development of ASLL in classroom learning. Its dissemination facilitated the enhancement of student interaction (learner-learner interaction) – subjects of learning. The problem of interaction in the educational process is based on the theory of distance learning by M. Moore (1998; Moore et al., 2010) and became deeply relevant since the 1990s. During this period, many universities have established lifelong learning centers that offer academic courses of various learning forms and promote the idea of autonomous knowledge construction as opposed to the classical one – the transfer of knowledge from teacher to student. The implementation of computer-based pedagogical technologies based on CALL is becoming one of the main in the UK education.

In a Government Information Paper on Lifelong Learning, the Minister for Education and Labour of the United Kingdom, Blunkett (1998), stated that in order to solve the complex tasks posed by the information and communication society, it is necessary to retrieve citizens to lifelong education that one may unseal their potential for the nation's benefit. In the Committee of Scottish University Principal's report (MacFarlane report) "Teaching and Learning in an Expanding Higher Education System" (1992), it was emphasized that approaches oriented on student development should be applied in the learning environment. In curricula, these approaches are accompanied by computer technologies and ICT. The report provides a number of recommendations for the implementation of this approach for the organization of productive and effective use of ICT.

The Joint Information Systems Committee (JISC) of the United Kingdom (2003) established a new approach to ICT development in higher education in 1999 – The Managed Learning Environment (MLE). It was assumed the union of university systems (library, information management, virtual learning environment, schedules, etc.) into one information and technology system. The provisions of JISC defined MLE as an implementation of processes and standards that will help to make an appropriate selection of information and improve the scientific and practical activities of students and teachers. Information and technology systems have become a means of person-oriented learning and positively influenced the AL, as well as contributed to the development of individual learning style of each student, meeting their educational needs.

For the execution of the Government lifelong learning program, JISC explored the possibility of a student's smooth transition from school to college, university and the place of employment. The role of a systems approach to ICT is performed by MLE, which is a condition of internally providing educational services to students with the aim of forming their ability to manage their lifelong learning through a personalized "learning portal" (Sinclair, 2000). The development of the MLE system led to the country organizing the computerization movement, which was aimed at supporting informatization projects. Thus, with the dissemination of a significant amount of information through the Internet, innovative educational technologies and approaches to AL emerged, existing models and increased interest in CALL which was developed within ASLL. The framework of social constructivist theories, scientists (Benson, 2010; Blin, 2005; Chi-Yen, 2005; Singh and Thurman, 2019; Wang et al., 2012) examined CALL as the main condition for knowledge construction, mutual learning, and the critical reflection development.

With the Internet emergence, access to the necessary educational materials that were used in the process of SLL was opened. The Internet enlargement and CALL improvement led to the active development ASLL in the 1990s. We also take into account a large number of international exchange program's emergence. In particular, Socrates and Erasmus Program. In these circumstances, the European Confederation of Language Centers in Higher Education (CercleS) was founded, to which and a member of which the United Kingdom became. The purpose of the Confederation was to unite the efforts of the national European Associations SALC in the field of research and development of the centers and to disseminate experience (annual conferences, publications). Consequently, other

educational technology that advanced to evolve within ASLL and CALL was self-access language learning on the base of SALC. Many educational institutions were interested in its development since such centers reduced staff expenses. Since the early 1990s, ICTs and SALCs played an important role in ASLL development as they assisted students who studied SL. Above all, the need for physical and social independence of students (especially those who demanded social services), use of modern pedagogical technologies for SL learning, the establishment of business partnership constructive relations between subjects of the educational process, carriers of SLL, were fulfilled.

4. Discussion

Introduction of computer technologies in pedagogy led to one of the directions of computer-assisted strategy assessment development in the 1990s, which played a part in the formation of linguistic competence and other educational strategies, and in turn influenced the ASLL concept development. Effective productive forms of learning that affected the advancement of ASLL during this period were "interactive learning technologies" – SLL using computer technologies that have become actively applicable. Godwin-Jones (2011) argued that there was a need to encourage students to develop and use metacognitive strategies which help to improve learning autonomy through the use of computer technology.

Analysis of foreign and national scientific literature (Arnold, 2006, 2007; Arıkan and Bakla, 2011; Benson, 2010; Gardner, 2002; Davies, 2001; Wang et al., 2012; Chi-Yen, 2005; Hobbs and Dofs, 2015; Singh and Thurman, 2019; Köksal, 2020; and others) revealed that there is no single understanding of the concepts associated with the use of computer equipment for learning. Several notions have been acknowledged to define this type of learning: e-learning, Computer Assisted Language Learning (CALL), distance education, open education, open access education, correspondence education, technology based or mediated education, flexible education, blended learning, on-line education, information technology, information and communication technology and others. In our opinion, all these types of learning have a single essence, since they all occur at a distance, respectively, they all belong to the distance form of education, and the learning occurs in offline mode. We refer to the term Computer Assisted Language Learning (Table 1), which is widely used in the UK higher education system, by a generalized term that reflects the study of SL by means of the computer. Davis (2001) identified CALL as an academic field that explores the role of information and communication technologies in the learning and SL teaching.

Table 1. CALL evaluation principles and their associated criteria and variables

Principles	Criteria	Variables	Examples of Operationalized Variables
Language learning potential should be the central concern when developing and evaluating CALL	Enhanced input	Input salience, modification, elaboration	Text highlighted on the screen
	Interaction	Between people, between a person and computer, within a person	Learner-learner communication tasks; grammar help available
	Production	Planning, correcting production, using the help	Taking notes suggested; the model for constructed responses
CALL should be evaluated in terms of the quality of assessment in addition to instruction	Authenticity	Domain sampling	Correspondence between tasks on a test and in courseware
	Construct Validity	Score interpretation	Meaningfulness of scores

In their models, Arnold (2006), Blin (2005), Gadner (2002), Spencer, Wang & Wang (2012), introduced the ASLL models as the basis for educational technology – CALL. F. Blin (2005) accentuates the use of learning materials and educational technologies from the Y. Engeström's theory of activity point of view, and CALL is regarded by scientists as a means of developing learning autonomy and self-control skills, where both independence and interdependence in learning exist. Arnold (2006) has analyzed the Ultraversity Project – an online degree program in various fields of Anglia Ruskin University in Cambridge, which she believes, promotes academic autonomy development. The scientist concluded that there is a significant number of effective online educational technologies to forward educational autonomy in higher education that offer additional opportunities for its development. A model describing the stages of autonomy has been proposed for students that are learning computer technologies, which indicates the need to be mobile, between the respective stages. The researcher analyzed the ratio between classroom and AL and the effectiveness of the strategies used during this process. Arnold assumes that they depend on the ability to overcome isolationism as a force of factors that contribute to the freedom development and self-determination degree. The online AL is determined by the teacher, taking into account the availability of learning freedom.

Therefore, CALL is a promising innovative interactive educational technology in SLL that contributes to the development of AL, and is also a tool for computer SLL technology. Such learning facilitates autonomy, intensification, individualization and differentiation of the educational process, critical thinking development. However, the analysis of scientific works on the use of computer technologies (Blin, 2005; Draffan and Rainger, 2006; Godwin-Jones, 2011; Little, 2010; Stefanou et al., 2013; McCarthy, 2017; Fidan, 2019; etc.) revealed that this type of learning has several disadvantages, and namely – insufficient degree of individual student autonomy, insufficient social communication with other participants of the educational process, lack of control, possibility of misunderstanding the educational materials theoretical component. These disadvantages can be corrected by blended learning. Sharpe et al. (2006) suggest that the "blended learning" term emergence was due to blended distance learning model introduction under the guidance of the British Open University teachers, which provides educational services exclusively in the distance form. It`s defined as a type of learning 'that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course' (Draffan & Rainger, 2006).

The University of Hertfordshire's Curriculum (Gefferies et al., 2010) states that blended learning is aimed at developing, promoting, evaluating established learning and teaching methods and the opportunities offered by educational technologies to amplify the learning process of students, its learning and flexibility, namely – how, when and where they study. The technology of this method application is in optimizing the use of traditional classroom and contemporary educational potential in the form of electronic resources use. Formation of ASLL strategies in blended learning conditions provides the rational use of classroom and own time, increasing the material learned, implementation of the educational paradigm "learn to learn", interactivity of learning, contributes to the definition of individual learning trajectory, opening new opportunities for learning material presentation. Hence, the best conditions for distance learning development emerged in the 2000s, due to the dissemination of means of communications, communication, ICT, international recognition, the founding of new open-learning universities and the socio-economic conditions in the United Kingdom in that period.

In 2012, there were approximately 400.000 students in the United Kingdom who had acquired knowledge by distance learning, accounting for 1/3 of those not studying on a full day basis. And since 2013, the British government began to provide a loan to pay for such students' tuition (Miller, 2014). Case studies, TV technology, IT technology, audio conferencing, video conferencing and

blended learning have been identified as the main distance learning technologies used in the UK higher education. These technologies are the basis of the AL. Of interest is the Declaration "Academic standards: languages and related studies", by the Quality Assurance Agency (QAA) (2002), which states that a student should rise to a higher degree of academic autonomy and personal responsibility for the development of his/her linguistic competence by means of AL. The graduate is expected to become an effective and self-aware autonomous student. According to the Agency, one of the higher education tasks is to focus on building students' academic autonomy and encouraging them to participate in the AL, including distance learning using electronic resources. With the aim of innovation development in higher education for 10 years, the Higher Education Funding Council for England (HEFCE) (2005/2012) and the JISC developed a strategic e-learning plan for students in 2005.

It should be noted that the presence of some problems in understanding AL development through online education. Thus, online course teachers were asked the questions: "What is the nature of AL online?", "What are some methods of promoting AL online?", "How effective are such methods of promoting autonomy?". Therefore, Anglia Ruskin University, in particular, launched the Ultraversity project for the AL development, which represented a full academic online course in "Educational technology research" and granted an opportunity to receive a bachelor's degree. The aim was to develop AL through online education using appropriate methods and technologies to promote it. Six methods of introducing educational autonomy were underlined – mutual learning, dialogue, peer review, educational reflection, educational technologies discussion, evaluation and self-assessment. The study revealed that online learning creates additional opportunities for AL development. According to the proposed model of AL online stages, students were required to be mobile between the stages of study (Arnold, 2006).

The problem of using ICT in ASLL has been discussed at scientific conferences. One of the conferences was held in 2011. Newcastle University hosted a scientific and practical conference "Innovative teaching and learning at university: enhancing the learning experience of Modern Languages students" (2011) (Sessions 3: Group F (OLB 2.21). Presented at the Section for the Development of Learning Autonomy K. Frank and A. Morton (2011) reported on a project by the University of Manchester's Faculty of French "Promoting Key Language Skills through E-Learning in the ASLL System", which won a grant from the Teaching Enhancement and Student Success Fund (TESS), attended by 200 first-year students. The aim of the project was to identify the most effective e-learning tools for improving grammar and listening assessment, directing the student to systematic ASLL for fluent in spoken and written French. Thereby, the use of ICT in education has led to a change in the learning paradigm from classical reproductive technology to a creative-productive type, which promotes the mastery of innovative and educational technologies, the development of non-standard thinking in AL.

5. Conclusions

The ASLL concept in the UK has become one of the main areas of research in the field of SLL. This was caused by the country economy development and ICT. Society requires specialists capable of self-education throughout life. There is a shift to the competence paradigm of learning. From here, flexible study programs at universities in the country are gaining weight. As a consequence, the emphasis in learning shifts from traditional classroom work to blended learning according to the ASLL concept. Complex researches of distinctive features in the classroom content work are carried out, caused by educational process socialization, the Internet expansion and the introduction of its means into educational and scientific activity. From every point of view, innovations have contributed

to the development of modern educational technologies and work methods, the transition from higher education to constructivist models of learning.

Thus, in the United Kingdom, interactive educational technologies in the study of AL based on ASLL emerged from the growth of computer technology and evolved under the influence of a behavioural approach to learning in the 1960s-1970s, widespread since the 1990s during the Internet development and a constructivist approach to learning. They both became an integral part of the ASLL in the 2000s. Further study requires the organization of autonomous second language learning using ICT in Ukraine universities.

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Birleşik Krallık'taki yüksek öğretim kurumlarında bilgi ve iletişim teknolojilerinin gelişimi

Özet

Bilgi ve iletişim teknolojilerinin (ICT) kullanımı, ikinci bir dilin (ASLL) özerk öğrenimi için araçlar yaratmayı mümkün kılar, ikinci bir dil (SLL) öğrenmede beceri ve yeteneklerin oluşmasına ve gelişmesine katkıda bulunur. Bu gibi durumlarda, ikinci bir dilin özerk çalışmasının organizasyonu, eğitimin en önemli görevleriyle karşı karşıyadır, ulusal yüksek öğretim sistemi, eğitimin bireyselleştirilmesini ve yabancı deneyim kullanımını iyileştirme ihtiyacı ile karşı karşıyadır. Ulusal pedagojik teori ve pratiği zenginleştirmek için, gelişmiş öğrenci merkezli, bireyselleştirilmiş öğrenme sistemi ve BİT ile İngiliz pedagojisi bir örnek olabilir. Bu makale, 1960'lardan 2000'lere kadar Birleşik Krallık'ta yüksek öğretimde özerk ikinci dil öğrenimi kavramı bağlamında bilgi ve iletişim teknolojilerinin gelişiminin ana aşamalarını ve yönlerini incelemektedir. İkinci bir dilin çalışmasındaki etkileşimli eğitim teknolojilerinin, ağırlıklı olarak özerk öğrenmeye dayalı, bilgisayar teknolojilerinin büyümesiyle ortaya çıktığı, öğrenmeye davranışçı bir yaklaşımın etkisi altında gelişen, 1960'lar-1970'lerde geliştiği ve 1990'lar. İnternetin gelişimi sırasında, öğretime yönelik yapılandırmacı bir yaklaşım, 2000'lerde özerk ikinci dil öğreniminin ayrılmaz bir parçasıydı.

Anahtar sözcükler: harmanlanmış öğrenme; bağımsız eğitim merkezi; bireyselleşme süreçleri; yabancı deneyim; davranışçılık teorisi.

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