THE PECULIARITIES OF THE USE OF INFORMATION COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING / LEARNING PROCESS

JEZUKEVIČIENĖ Edita

St. Ignatius of Loyola College, Kaunas, Lithuania

JEZUKEVIČIUS Rytis

Kaunas Jonas Jablonskis Gymnasium, Kaunas, Lithuania

Abstract

In our contemporary society the use of Information and Communications Technologies is an inseparable part of everyday life. Information and Communications Technologies can be of great benefit in learning foreign languages for both the learner and the teacher alike. As in every change that tends to happen gradually yet unnoticeably, there are the advantages and the downsides that cannot be overlooked nor ignored. Information and Communications Technologies when incorporated in education also unavoidably has these dichotomous variables. What are these variables in the implementation of Information and Communications Technologies in education and do the positive factors outweigh the negative ones? The object of the research is the use of information communication technologies in foreign language lessons. The aim of the research is to reveal the peculiarities of using information communication technologies in the teaching of foreign languages. Research questions in this study are the following: What peculiarities of using information communication technologies arise in the process of teaching foreign languages in high school classes? How is the use of information communication technologies influenced by the age of the learners? What Information Communication Technologies are used in foreign language lessons? Findings showed that the self-perception, help to clients, professional ethics, trust are the components of professional responsibilities in the daily professional practices of social workers and social pedagogues. Realizing and accepting the fact that Information and Communications Technologies and Information Technology in general have become a part of our everyday life, one cannot ignore the importance of it in the field of education. Systematic evaluation of the implementation of Information and Communications Technologies in education in order to assure its effectiveness as a tool that acts as an aid for not only the pupils but also the teachers should become a normal part of the educational system. It should be viewed as a means of improving the lesson and as a means of support for those pupils who are in serious need of it.

Keywords: Foreign language; Information and communication technologies; Learning process; Pupils.

Background

In the contemporary information society, it is quite difficult to imagine the teaching/learning process without the continuously evolving Information and Communications Technologies (ICT). The expansion of ICT is becoming particularly relevant in the education process, so as to prepare the students to live in a rapidly developing information age.

For pupils and students in compulsory education, the wide range of initiatives proposed at European, national and regional levels helps to understand how to improve their digital competences, often focusing on key skills and digital citizenship (*Europos pedagogų skaitmeninių kompetencijų sistema*, 2017). In many European Member States, learning programs have already been adapted or are currently being adapted so that the younger generation can participate creatively, critically and productively in the digital society.

Foreign language lessons are exactly the place where teachers and learners have excellent information technology (IT) and ICT application opportunities (Chapelle, Hegelheimer, 2004). ICT training tools: e-dictionaries, e-books, computer training programs are an inexhaustible source from which the teachers and learners gain knowledge and creative ideas. These new technologies and the educational instruments that originated from them have changed and innovated the way we learn. If implemented, IT and ICT provide both the educator and the learner a variety of opportunities to teach and learn languages (Yunus, 2007).

IT is a great teaching tool not only in teaching foreign languages but also for other educational purposes. Currently, the correct choosing and implementation of teaching methods in the teaching / learning process should be one of the most relevant matters for both the teacher and the learner. Methods can help not only to convey information, but also to develop certain competencies or skills, depending on the goals that have to be achieved in one's study process. It is therefore very important to take a responsible approach to both the selection of methods and their application.

Lithuanian scholars (Laurutis, Gumuliauskienė, Šaparnytė, 2003; Markauskaitė, Dagienė, 2011) highlight the advantages of using information communication technologies (ICT) for education: helps to create a new, enriched variety of information sources and communication tools, a learning environment that facilitates the integration of diverse subjects, the use of active teaching methods, the dissemination of individual children's abilities, individual and group training.

Erben, Ban, Castaneda (2009) argue that the application of ICT and particularly the use of the Internet for educational purposes, have rapidly improved the acquisition of foreign languages, have facilitated the teaching and learning process by implementing a new dimension of tools. Many authors have emphasised the importance of ICT as a potential tool for revolutionizing education (Johansson,

Gärdenfors, 2012; Scaife, Rogers, 2012; Underwood, 2014) and ICT is often viewed as a kind of an accelerator which could eventually improve the effects of learning and which could at the same time create equal opportunities for attaining education, which would ultimately lead to the transformation of the society as a whole (Kozma, 2011). Therefore, the implementation of ICT is associated with improving the learning outcomes of pupils, their motivation to learn, professional development, and it also creates the necessary conditions for diversifying the traditional educational process and thus almost unnoticeably improving the quality of the knowledge received and making the education itself more attractive and flexible.

Chapelle, Jamieson (2008) argue for an expanded view of English language teaching pedagogy, which should also include not only the learner, the English language, and the teacher, but also technology (both IT and ICT) as an integral part of the educational process. Integrating ICT in the educational process has a twofold aim: to realize the educational objectives more efficiently and making the study process more student-centered and at the same time to respond to the societal needs for the continuous learning and development of ICT competencies.

The object of the research is the use of information communication technologies in foreign language lessons.

Research questions in this study are the following: What peculiarities of using information communication technologies arise in the process of teaching foreign languages in high school classes? How is the use of information communication technologies influenced by the age of the learners? What Information Communication Technologies are used in foreign language lessons?

Aim

The aim of the research is to reveal the peculiarities of using information communication technologies in the teaching of foreign languages.

Methodology

Sample

The study was conducted at a gymnasium located in Kaunas city. The study was open to pupils from I - IV gymnasium classes. The survey sample consists of 100 respondents. 47 percent of girls and 53 percent of boys participated in the study. Distribution of respondents by age: 15 years - 14%, 16 years - 26%, 17 years - 33%, 18 years - 20% and 19 years - 7 percent.

Distribution of respondents according to the summative evaluations of the first foreign language in the first half of the study year - 4 points - 1.1%, 5-6 points - 11.3%, 7-8 points - 47.7%, 9-10 points - 39.7% following a 10-point evaluation system.

Methods

Data collection

A quantitative data collection method was applied – a written survey using paper questionnaires. The written survey was conducted in March 2018.

Data Analysis

The data was processed using SPSS (Statistical Package for Social Sciences) program. The analysis was performed using a mathematical statistical analysis method using MS Excel and SPSS (Statistical Package for Social Sciences 20).

For data generalisation the descriptive statistics (frequency, percentage) and non-parametrical criterions were used, for example, Statistical significance, Kruskal-Wallis test, Chi square.

In order to determine the compatibility features, the criterion values of the Chi square (X^2), where the significance level is $p < 0.05$ (there is an interdependence of the features; when the significance level is $p > 0.05$ - there is no interdependence of the features) were evaluated.

Tool

A research instrument (tool) was prepared for the realization of the written survey method. The questionnaire consists of an introductory part, 3 diagnostic blocks and a demographic block.

The introductory part of the questionnaire briefly introduces the purpose of the research, provides explanations on how to fill in the questionnaire, indicates the investigating institution, emphasizes the anonymity of the research conducted and the significance of the research to the participants of the research. The demographic block of the questionnaire consists of 3 questions (gender, age, foreign language knowledge and ability summative evaluations).

The questionnaire consists of 3 diagnostic blocks. The diagnostic blocks focus on: The possibilities of ICT implementation in foreign language lessons; Teachers' attitudes towards ICT implementation in foreign language lessons. ICT that stimulate learning motivation. The Cronbach alpha of the total tool was 0.820.

In the questionnaire, questions were made using matrix-type questions, the statements are evaluated in two-step response format: I agree, I do not agree or yes, no. There are also dichotomous type and multiple choice questions.

Ethics

During the study the following research ethical principles were followed (Howe, Moses, 1999):

- *Voluntary participation*: respondents participated in the study voluntarily, they were not forced to participate in the study, no motivating measures were proposed.
- *Right to accurate information*: respondents were introduced to the purpose and content of the study, the benefits and importance of the study were explained.
- *The principle of respect for the dignity of persons and peoples*: respondents could freely cease participating in the study, refused to provide information or had the right to ask and receive information on the study and its objectives.
- *Anonymity*: the anonymity of the respondents regarding the information provided during the investigation is ensured. The names of the subjects are not published, only the summarized results are presented.

Results

The possibilities of ICT implementation in foreign language lessons. When comparing the results of the survey with the respondents' age groups, the older respondents expressed greater support for the statement "Is ICT needed in order to convey teaching / learning materials?", 16-year-olds (88.5%), 17-year-olds (87.9%), 18-year-olds (80.0%), 19-year-olds (85.7%), than 15-year-olds (53.8%).

Older respondents (age 18 - 85.0%, age 19 - 85.8%) were more supportive of the statement, "Do you gain more knowledge by implementing ICT during the lessons or by using other educational tools (textbooks, exercise books, etc.)?" compared to the younger respondents (16-year-olds - 76.9%, 17-year-olds - 75.7%), and the lowest level of support was shown by the 15-year-old group - 71.4%.

The results of the study have shown that in order to learn a foreign language learners usually implement ICT with Google translator (77%), online dictionaries (72%), searching for online language learning materials (72%), doing listening tasks (64%) and communicating with friends on social networks (55%).

Less than half of the respondents use ICT for reading practice (47%) and writing practice (42%).

Only a third of the pupils use ICT for learning purposes in order to practice speaking (33%).

Only 14% of learners learn a foreign language in forums and 13% of learners discuss tasks with teachers using online opportunities (see Table 1).

Table 1

ICT used for foreign language learning purposes (percentages)

Item	Yes	No
Use of online dictionaries	72	28
Listening tasks	64	36
Searching for foreign language materials online	72	28
Using Google translate	77	23
Speaking Practice	33	67
Writing Practice	42	58
Reading Practice	47	53
Discussing tasks with friends on social networks	55	45
Discussing tasks with teachers using the Internet	13	87
Learning foreign languages in forums	14	86

Students usually use Internet resources (74%), online foreign language dictionaries (66%) and school textbooks (58%) to learn a foreign language while at home (see Table 2).

The most rarely used learning materials at home are exercise books (30%), audio recordings with tasks (19%), and electronic textbooks (13%).

Table 2

Use of educational materials for foreign language learning at home (percentages)

Item	Yes	No
School textbook	58	42
Exercise book	30	70
Audio recordings with tasks	19	81
Online foreign language dictionary	66	34
Electronic textbooks	13	87
Internet resources	74	26

The results of the study reveal that, from the point of view of the pupils involved in the study, ICT helps to improve the quality of the lesson. The results of the study revealed, according to the age groups of the respondents, that older pupils (18-19 years - 95%) are more positive about the statement that "ICT helps to improve the quality of the lesson".

Also, with the increasing age of students, the favorable assessment that ICT helps to find, update and accumulate information (15 years - 78.6%, 19 years - 100%) also gradually increases.

From the point of view of the pupils who participated in the survey, the increase in the age of the pupils (16 years - 76.9%; 17 years - 87.9% 18-19 years - 85.7%) increases the assertion that "ICT promotes creativity", while only one third 15 year-old pupils agree with the statement.

Pupils of all ages particularly welcome the statement that ICT makes lessons more interesting.

The statement that ICT supports the development of self-sufficiency is supported by just over half of the students participating in the study, but with increasing age, the support of this statement also gradually increases (see Table 3).

According to the age group of pupils, the highest support for the statement that ICT helps to prepare presentation for the lessons was expressed by younger pupils (15 years - 90.9%, 16 years - 90.0%) compared to older students (17 years -69.2%, 18 - 19 years - 64.3%).

88.5% of 16-year-olds, and 84.4% of 17-year-old respondents consider the statement that ICT use during lessons helps to achieve better results more favorably, while the support of this statement by older students is declining (age 18 - 65.0%, age 19 - 66,6%).

ICT is a way of communicating between teachers and students, this ICT competence is more widely used by older students (age 18 - 90%, age 19 - 95.7%) compared to younger respondents (age 15 - 57.1%, age 16) - 65.4% and age 17 - 50%).

Table 3
Use of ICT in foreign language lessons (percentages)

Item	Age	Agree	Do not agree
ICT helps to improve the quality of the lesson	15	78,6	21,4
	16	84,6	15,4
	17	84,8	15,2
	18	95,0	5,0
	19	95,0	5,0
ICT helps to find, update and store information	15	78,6	21,4
	16	88,5	11,5
	17	90,6	9,4
	18	95,0	5,0
	19	100,0	0
ICT promotes creativity	15	35,7	64,3
	16	76,9	23,1
	17	87,9	12,1
	18	85,7	14,3
	19	85,7	14,3
ICT makes lessons more interesting	15	84,6	15,4
	16	96,2	3,8

	17	93,8	6,3
	18	95,0	5,0
	19	100,0	0
ICT helps to develop self-sufficiency	15	53,9	46,1
	16	56,2	43,8
	17	62,5	37,5
	18	65,0	35,0
	19	66,7	33,3
ICT helps to prepare presentation for lessons	15	90,9	9,1
	16	90,0	10,0
	17	69,2	30,8
	18	64,3	35,7
	19	64,3	35,7
ICT use during lessons helps to achieve better results	15	71,4	28,6
	16	88,5	11,5
	17	84,4	15,6
	18	65,0	35,0
	19	66,6	33,4
ICT is a way of communicating between teachers and students	15	57,1	42,9
	16	65,4	34,6
	17	50,0	50,0
	18	90,0	10,0
	19	85,7	14,3

The results of the study show how ICT enables students to improve their foreign language skills (see Table 4). Younger respondents (age 15 - 71.4%, age 16 - 84.6%) see ICT as more helpful when learning foreign languages than older respondents (17 years - 69.7%, 18 years - 60.0%, 19 years - 57.1%).

The results of the study show that the use of ICT by younger respondents offers a greater opportunity to learn a foreign language.

Respondents in the 15-year-old age group (85.7%) value ICT most favorably stating that it helps to improve reading skills. Meanwhile, with the increasing age, the consent to the statement is declining (at age 17 - 60.6%, at age 18 - 55.0% and at age 19 - 57.1%). Only about half of all pupils of all ages emphasize that the use of ICT helps to improve writing skills.

When compared to older students, it could be stated that younger respondents improve their speaking skills using ICT more often (15 years - 84.3%, 16 years - 80.8%). The results of the study show that

older pupils use ICT less often to improve their speaking skills (age 17 - 66.7%, age 18 - 60.0%, age 19 - 57.1%).

The results of the study show that pupils of all ages welcome the statement that "the use of ICT helps to improve listening skills".

Also, pupils of all ages welcome the statement that "the use of ICT helps to improve listening skills".

The greatest support is expressed by younger respondents (15 years - 91.4%, 16 years - 92.3%, 17 years - 93.9%) compared to older respondents (18 years - 85.7%, 19 years - 80.0%).

For pupils aged 15 and 16 (88.6%), the use of ICT helps to improve grammar skills. Nevertheless, this consent decreases with the increase of age (60% for 18 years, 42.9% for 19 years). However, in the older age groups (age 17 - 81.8%, age 18 - 80.0%, age 19 - 84.6%) compared to 15-year-olds (54.3%) and 16-year-olds (60%) the idea that ICT helps to master foreign language words is more predominant.

Table 4
The use of ICT to Improve Foreign Language Skills (percentages)

Item	Age	Agree	Do not agree
The use of ICT helps me learn a foreign language	15	71,4	28,6
	16	84,6	14,4
	17	69,7	30,3
	18	60,0	40,0
	19	57,1	42,9
The use of ICT helps me improve my reading skills	15	85,7	14,3
	16	73,1	26,9
	17	60,6	39,4
	18	55,0	45,0
	19	57,1	42,9
The use of ICT helps me improve my writing skills	15	50,0	50,0
	16	57,6	42,4
	17	57,6	42,4
	18	50,0	50,0
	19	42,4	57,6
The use of ICT helps me improve my speaking skills	15	84,3	15,7
	16	80,8	19,2
	17	66,7	33,3
	18	60,0	40,0
	19	57,1	42,9
The use of ICT helps me improve my listening skills	15	91,4	8,6
	16	92,3	7,7

	17	93,9	6,1
	18	85,7	14,3
	19	80,0	20,0
The use of ICT helps me to improve my grammar skills	15	88,6	11,4
	16	88,6	11,4
	17	72,7	27,3
	18	60,0	40,0
	19	42,9	57,1
The use of ICT helps me to master the vocabulary better	15	54,3	45,7
	16	60,0	40,0
	17	81,8	18,2
	18	80,0	20,0
	19	84,6	15,4

Teachers' attitudes towards ICT implementation in foreign language lessons. The results of the study show that foreign language teachers use ICT in teaching / learning.

According to the age distribution of the respondents, ICT in foreign language lessons is used once a week (see Table 5), only 15-year-old respondents say that teachers use ICT every lesson (50.1%).

Table 5

The use of ICT in foreign language classes (in percentage)

Item	Age	Every lesson	Once a week	Less than once a week	Do not use
How often do foreign language teachers use ICT during lessons?	15	50,1	35,7	7,1	7,1
	16	15,4	46,2	38,5	0
	17	12,1	54,5	30,3	0
	18	15,0	55,0	30,0	0
	19	14,3	42,9	42,9	0

Foreign language teachers usually use ICT for demonstration purposes (89%) for explanatory purposes (84%) in order to deepen the knowledge of the topic (61%) and project activity (see Table 6). Sometimes teachers use ICT to search for information (49%), to illustrate (42%).

Meanwhile, for the purposes of testing (19%) and integrating several subjects (17%), foreign language teachers use ICT very rarely, according to pupils.

Table 6

The use of ICT in foreign language lessons by teachers

Item	Yes	No
Explanatory purposes	84	16

Demonstration purposes	89	11
To illustrate	42	58
To search for information	49	51
Testing	19	81
Project activities	58	42
To deepen the knowledge of the topic	61	39
Integrating several subjects	17	83

Teachers face some difficulties in using ICT in foreign language lessons (see Table 7). More than half of the respondents believe that ICT isn't used by teachers due to lack of time (56.6%), due to a negative attitude towards ICT (53.5%) and an inability to use ICT (53.5%). One third of respondents believe that teachers do not use ICT because of the excessive amount of information (34.3%).

Table 7

The difficulties that arise for foreign language teachers when using ICT (percentages)

Item	Yes	No
Inappropriate Training Tools	10,1	89,9
Inability to use ICT	53,5	46,5
There is a lack of ready-made teaching materials to be used in coherence with ICT	20,2	79,8
Negative attitude towards ICT	53,5	46,5
New technologies do not justify expectations	10,1	89,9
Excessive amount of information	34,3	65,7
Lack of time	56,6	43,4
Negative attitude of parents towards using ICT in education	3,0	97,0

ICT that stimulate learning motivation. ICT that stimulate learning motivation. Comparing the results by age groups, reveals the ICT that increase the learners' learning motivation. The statement that the use of ICT in foreign language lessons helps to create an “interesting and colorful curriculum” is supported by pupils aged 15-16 (92.9%). Younger age respondents (15 - 85.7%, 16 years - 92.8%, and 17 years - 88.8%) are more in favor of Educational games as motivation stimulating factors than older the respondents (aged 18 -65, 0% and 19 years - 57.1%).

The majority of respondents agree with the statement that the use of ICT contributes to "the possibility to experience success and reduce failure". According to the age groups of the respondents, the support of this statement increases with the age of the learners (see Table 8). Learners feel motivated when,

by using ICT, they can more easily learn new words, sentence structures, foreign grammar. This statement is most supported by the respondents aged 16 (96.2%) and aged 19 (100%).

When comparing the survey results by age group, the statement that the use of ICT in foreign language lessons creates an opportunity to learn correct foreign language sentences from other speakers, not just from the teachers is most supported by older pupils (19 years - 100%, 18 years 90%, 17 years - 87%).

Table 8

ICT that stimulate learning motivation (percentages)

Item	Age	Agree	Do not agree
Interesting and colorful educational programs	15	92,9	7,1
	16	92,9	7,1
	17	84,8	15,2
	18	75,0	25,0
	19	71,4	28,6
Educational games	15	85,7	14,3
	16	92,3	7,7
	17	88,8	11,2
	18	65,0	35,0
	19	57,1	42,9
Programs with elements of gamification	15	78,6	21,4
	16	92,0	8,0
	17	90,9	9,1
	18	70,0	30,0
	19	71,4	28,6
The possibility to experience success and reduce failure	15	84,7	15,3
	16	96,2	3,8
	17	90,9	9,1
	18	90,0	10,0
	19	74,1	28,6
It is easier to learn new words, sentence structures, grammar	15	57,1	42,9
	16	96,2	3,8
	17	87,9	12,1
	18	90,0	10,0
	19	100	0
I could learn correct foreign language sentences from other speakers, not just from the teacher	15	64,3	35,7
	16	84,6	15,3
	17	97	3,0
	18	80,0	20,0

	19	100,0	0
--	----	-------	---

Kruskal Wallis test, $\alpha = 0.05$, was used to estimate the statistical significance of the difference in responses across different groups of respondents. Significant differences were identified according to the age of the respondents. The statement "When communicating via the Internet, I have less stress, because I am not afraid to make mistakes" ($\chi^2 = 11,032$, $df = 4$; $p = 0,026$) was rated more positively by the 16-year-old respondents than by the older survey participants. The respondents of the younger age group, in comparison with the older learners, are more positive about the statement that "I can more easily learn new words, sentence structures, grammar" ($\chi^2 = 11434$, $df = 4$; $p = 0.022$) (see Table 9).

Table 9

Relationship between the variables of the respondents' age and the use of ICT elements

Statement	Age	Rank average	χ^2	df	Asymp. Sig.
Communicating via the Internet, I have less stress, because I am not afraid to make mistakes	15	42,00	11,032	4	,026
	16	58,88			
	17	55,16			
	18	41,18			
	19	34,64			
Can more easily learn new words, sentence structures, grammar	15	37,50	11,434	4	,022
	16	58,85			
	17	52,09			
	18	45,25			
	19	53,00			
File management (delete, move, etc.)	15	39,46	10,265	4	,036
	16	49,17			
	17	55,89			
	18	55,28			
	19	38,43			
Presentation Preparation Program (Microsoft Powerpoint)	15	41,96	13,593	4	,009
	16	44,54			
	17	62,85			
	18	49,88			
	19	33,29			
Using Email	15	37,00	11,027	4	,026
	16	55,27			
	17	54,59			
	18	48,88			
	19	45,14			
The use of social networks (Facebook, Twitter, Instagram)	15	42,32	14,772	4	,005
	16	54,65			
	17	56,50			
	18	43,95			
	19	41,86			

The statement "file management (delete, move, etc.)" ($\chi^2 = 10,265$, $df = 4$, $p = 0.036$) was more supported by the respondents aged 17 and 18 when compared to the respondents aged 19 and 15 - 16. The statement "Presentation preparation program" ($\chi^2 = 13,593$, $df = 4$, $p = 0,009$) is most favored by respondents aged 17, and it differs from the opinion of the younger respondents on this issue. The statement "Using E-mail" ($\chi^2 = 11,027$, $df = 4$, $p = 0,026$) was most favored by respondents aged 16-17 when compared to older respondent groups. When assessing the statement "Using social networks (Facebook, Twitter, Instagram)" ($\chi^2 = 14,772$, $df = 4$, $p = 0.005$) one can state that it is

most favored by respondents aged 16-17 when compared to the older age groups and the 15 year old respondents

Discussion

The 21st century belongs to the information society. Living in a modern information and knowledge society encourages the use of ICT in both daily activities and teaching / learning. Information technology not only helps to develop information skills, but it is also very useful for teaching foreign languages. According to Shyamlee, Phil (2012), traditional English language Teaching and learning are changing drastically due to the use of IT, which makes teaching / learning more interesting and makes the educational process itself more productive. The results of the study confirm that ICT helps to improve the quality of the lesson, but older pupils are more likely to see it. Also, all age groups emphasize that using ICT in language lessons not only improves the quality of the lesson but also makes them more interesting and attractive.

Rozgiene, Medvedeva, Straková (2008) note that the use of ICT in language teaching has greatly increased the variety of methods, resources and tasks. Yunus (2007) states that this new technologies instrument has changed and innovated the way we learn. ICT provides a variety of learning opportunities for students to learn languages. ICT training tools: e-dictionaries, e-books, computer training programs are an inexhaustible source from which the teachers and learners gain knowledge and creative ideas. The results of the study show that using various online programs makes language learning more attractive for the learners and gives teachers the opportunity to turn their lessons into non-traditional and much more interesting foreign language experiences for the learners. The position that ICT helps to improve reading skills, writing skills, grammar skills is emphasized by younger pupils, while the use of ICT, according to the older groups, helps to improve their speaking skills and to master the foreign vocabulary and even assists in communicating between teachers and students. The opinion that the implementation of ICT is useful for listening skill improvement is supported by different age groups (16-19 years).

Foreign language lessons are exactly the place where teachers and learners have excellent IT and ICT application opportunities (Chapelle, Hegelheimer, 2004). The results of the study show that foreign language teachers use ICT most frequently in the teaching / learning process for demonstration, explanation purposes, in order to deepen the topic as well as project activities, but some of the ICT opportunities are underutilized. The results of the research show that ICT is minimally used for testing and integrating several subjects. The results of the study confirm that teachers do not use ICT in

foreign language lessons due to a lack of time, negative attitude towards ICT and an inability to use ICT. Such research results justify that some teachers have not mastered ICT competences themselves. Erben, Ban, Castaneda (2009) state that the implementation of ICT for educational purposes has vastly improved the acquisition of foreign languages, has made the teaching and learning process easier especially through the formation of a new type of instruments that are continuously being modified, adapted and improved. Authors have emphasized the indisputable importance of ICT as a possible tool for revolutionizing education (Kozma, 2011, Johansson, Gärdenfors 2012, Scaife, Rogers 2012, Underwood 2014) and ICT is often viewed as a kind of an accelerator. The results of the study reveal that ICT encourages younger learners more to learn foreign languages. The use of information communication technologies for the teaching / learning of foreign languages is useful and effective. The foreign language teaching / learning process is changing and improving with the use of ICT. With the help of ICT, the quality of foreign language lessons improves as pupils are taught more efficiently and productively by using new technologies during lessons. The abundance of educational programs and their use in foreign language lessons also enable the teacher to develop and improve his / her competencies, and to encourage students to learn more.

Conclusions

Realizing and accepting the fact that ICT and IT in general have become a part of our everyday life, one cannot ignore the importance of it in the field of education. Systematic monitoring and evaluation of the implementation of ICT in education in order to assure its effectiveness as a tool that acts as an aid for not only the pupils but also the teachers should also become an average and a normal part of the educational system. It should be viewed as a means of improving the lesson and as a means of support for those pupils who are in serious need of it. It is unclear what the future of education holds for us, nevertheless we can be certain that Information Technology and ICT will not vanish any time soon.

References

1. Chapelle, C., & Hegelheimer, V. (2004). The English language teacher in the 21st century. In S. Fotos, & C. Browne (Eds.). *New perspectives on CALL for second language classrooms*. (p. 299 – 316). NY: Mahwah.
2. Chapelle, C., & Jamieson, J. (2008). *Tips for teaching CALL*. NY: Pearson Longman.
3. Erben, T., Ban, R., & Castaneda, M. (2009). *Teaching Language Learners through Technology*. New York: Routledge.
4. *Europos pedagogų skaitmeninių kompetencijų sistema* (2017). (Available at: <https://www.upc.smm.lt/naujienos/dokumentai/digcompedu-lt/DigCompEdu-LT.pdf>) (Retrieved on 28/12/2018).

5. Fotos, S., & Browne, C. M. (2004). *New perspectives in CALL for second language classrooms*. Mahwah, NJ: Erlbaum.
6. Howe, K., & Moses, M. (1999). Ethics in educational research. *Review of Research in Education*, 24, 21-59.
7. Hubbard, P., & Levy, M. (Eds.) (2006). *Teacher education in CALL*. Amsterdam: John Benjamins.
8. Yunus, M. (2007). Malaysian ESL teachers' use of ICT in their classrooms: expectations and realities. *RECALL: The Journal of EUROCALL*, 9(1), 79-95.
9. Johansson, P., & Gärdenfors, P. (2012). Introduction to Cognition, Education, and Communication Technology. In Grdenfors, P. & Johansson, P. (Eds.). *Cognition, Education, and Communication Technology*. (p. 1-21). New York / London: Routledge.
10. Kozma, R. B. (2011). *Transforming Education: The Power of ICT Policies*. Paris: UNESCO
11. Laurutis, V., Gumuliauskienė, A., & Šaparnytė, E. (2003). Informacinių ir komunikacinių technologijų integravimo švietimo sistemoje tendencijos nuolatinio mokymosi kontekste. *Pedagogika*, 69, 112–121.
12. Markauskaitė, L., & Dagienė, V. (2011). Informacinių ir komunikacinių technologijų diegimo Lietuvos švietime strategijos teorinis pagrindimas. *Socialiniai mokslai*, 1(27), 29–39.
13. Rozgienė I., Medvedeva O., & Straková Z. (2008). IKT integravimas į kalbų mokymą ir mokymąsi. Vadovas skirtas dėstytojams. Available at: <http://webh01.ua.ac.be/odlac/guides/3e-GUIDES-TUTORS-LT.pdf> (Retrieved on 05/12/2018).
14. Scaife, M., & Rogers, Y. (2012). External Cognition, Innovative Technologies, and effective Learning. In Grdenfors, P. & Johansson, P. (Eds.). *Cognition, Education, and Communication Technology*. (p. 181-202). New York / London: Routledge.
15. Shyamlee, S. D., & Phil, M. (2012). *Use of Technology in English Language Teaching and Learning: An Analysis*. Available at: <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf> (Retrieved on 03/12/2018).
16. Underwood, J. (2014). Digital Technologies: An Effective Educational Change Agent? In Karagiannidis, Charalampos, Politis, Panagiotis, Karasavvidis, Ilias (Eds.). *Research on e-Learning and ICT in Education: Technological, Pedagogical and Instructional Perspectives*. (p. 3-14). New York: Springer.

Submitted 2018-05-02

Received 2018-05-02

Accepted 2018-07-30