ISSN 1991-9468 (Print), 2308-1058 (Online) **http://edumag.mrsu.ru**

УДК 37.016:81’243

DOI: 10.15507/1991-9468.096.023.201903.475-489

The Role of the Tutor in the Choice of Pedagogical Management Tools for Autonomous Work in Foreign Languages

L. S. Chikileva
Financial University under the Government of the Russian Federation,
Moscow, Russia,
lchikileva@fa.ru

Introduction. The paper presents the results a study of the implementation of individual educational routes in students’ autonomous foreign language study at a non-linguistic university. Factors determining student motivation and satisfaction with the autonomous study using the Rosetta Stone Advantage platform were considered. The purpose of the study was to find out how tutors manage autonomous work and what ICT tools are used in this process. The relevance of this study is determined by the importance of the implementation of electronic platforms in the process of teaching foreign languages, as well as the need to investigate new forms of management used by tutors in the process of monitoring individual learning activities in electronic educational environment.
Materials and Methods. The following methods have been used in this research: a survey with Likert scale, data analysis, semantic interpretation of data and graphical representation of data. The empirical basis of this study includes the results of the survey of students of the Institute of Distance Learning and Open Education at the Financial University under the Government of the Russian Federation (Moscow).
Results. In the present article it is shown that students can benefit from the integration of electronic platforms in foreign language learning since it provides them with excellent opportunities to choose their own educational content that takes both their professional interests and their present level of foreign language proficiency into account. However, although most students are motivated to use electronic educational platforms in their autonomous work, they need assistance. Tutors play an important role in the organisation of this type of educational activity in terms of explaining how to work with the platform, helping students to choose individual learning routes and providing motivation. Using various ICT tools of pedagogical management, tutors monitor the process of autonomous work and control its results; thus, the individual work of students becomes more efficient.
Discussion and Conclusion. The results of the research and the discussion of these results with colleagues at scientific conferences and methodological seminars help to determine future perspectives for the successful use of pedagogical management tools in the process of autonomous study on electronic educational platforms. The results of the research have practical value for teachers of foreign languages working in the electronic educational environment.

Keywords: personal learning environment, individual educational routes, motivation, electronic educational platform, ICT tools, tutor

For citation: Chikileva L.S. The Role of the Tutor in the Choice of Pedagogical Management Tools for Autonomous Work in Foreign Languages. *Integratsiya obrazovaniya* = Integration of Education. 2019; 23(3):475-489. DOI: https://doi.org/10.15507/1991-9468.096.023.201903.475-489

Роль тьютора в выборе инструментов педагогического управления для организации самостоятельной работы по иностранному языку

Л. С. Чикилева
ФГОБУ ВО «Финансовый университет при Правительстве РФ», г. Москва, Россия, lchikileva@fa.ru

Введение. Статья посвящена изучению результатов внедрения индивидуальных образовательных траекторий в самостоятельную работу студентов по иностранному языку в неязыковом вузе. Автор рассматривает факторы, определяющие мотивацию студентов и их удовлетворенность от работы на платформе. Цель исследования заключалась в выявлении того, как тьютор осуществляет контроль выполнения самостоятельной работы студентов и какие инструменты педагогического управления используются в этой работе. Актуальность настоящего исследования определяется необходимостью разработки новых форм управления учебной деятельностью студентов неязыковых профилей подготовки в условиях электронной образовательной среды и важностью определения роли преподавателя-тьютора в этом процессе.
Материалы и методы. В исследовании использованы следующие методы: анкетирование с помощью шкалы Ликерта, анализ данных анкетирования, семантическая интерпретация данных, графическое представление данных. Эмпирической базой исследования являются результаты анкетирования студентов Института заочного и открытого образования Финансового университета при Правительстве Российской Федерации (Москва).
Результаты исследования. Данное исследование доказывает, что использование электронных платформ в самостоятельной работе по иностранному языку полезно для студентов, так как применение индивидуальных образовательных траекторий дает возможность выбора содержания обучения с учетом профессиональных интересов обучаемых и их уровня владения иностранным языком. Большинство студентов мотивировано использовать электронные образовательные платформы в самостоятельной работе, однако им необходима помощь. Большую роль в организации этого вида учебной деятельности играют преподаватели-тьюторы. Они объясняют, как работать с платформой, помогают выбрать индивидуальную траекторию обучения и мотивируют обучаемых. Используя различные ИКТ инструменты педагогического управления, тьюторы осуществляют мониторинг процесса самостоятельной работы и контроль ее результатов, в связи с чем индивидуальная работа студентов становится более эффективной.
Обсуждение и заключение. Результаты исследования и обсуждение этих результатов на научно-практических конференциях и методических семинарах дают возможность определить дальнейшие перспективы использования ИКТ инструментов в работе с электронными образовательными ресурсами и определить пути повышения эффективности самостоятельной работы по иностранному языку. Полученные результаты представляют практический интерес для преподавателей иностранных языков, работающих в электронной образовательной среде.

Ключевые слова: персональная образовательная среда, индивидуальные траектории обучения, мотивация, электронная образовательная платформа, ИКТ инструменты, тьютор

Для цитирования: *Чикилева Л. С.* Роль тьютора в выборе инструментов педагогического управления для организации самостоятельной работы по иностранному языку // Интеграция образования. 2019. Т. 23, № 3. С. 475–489. DOI: https://doi.org/10.15507/1991-9468.096.023.201903.475-489

Introduction

The contemporary epoch has witnessed noticeable qualitative and quantitative changes in the traditional system of teaching foreign languages. There is a general tendency for the number of hours for classroom work to decrease at the same time as the number of hours allocated to autonomous work increases. As the result of the implementation of smart technologies, new forms and approaches to teaching foreign languages are increasingly used alongside exponential shifts in educational content. There are also significant changes taking place in terms of teacher-student interaction. Electronic technologies provide advantageous opportunities for creating a personal learning environment, sup-

porting effective individual approaches. In connection with ongoing reforms in the system of higher education, distance learning becomes ever more popular since providing students with good opportunities to combine employment and study.

Nowadays, language training can be regarded as changing due to the intensive use of modern technologies in autonomous study. Electronic learning or e-learning includes e-learning resources, electronic library systems, e-credit books and educational platforms for learning foreign languages with individual educational routes (IER).

There is no doubt that implementation of modern technologies has changed and continues to change the system of education. Computer technologies provide new ways to deliver curricula, new forms of interaction and better opportunities for feedback [1]. According to researchers, E-learning is based on smart devices and intelligent technologies [2–4]. New information and communication technology (ICT) -based technologies, including online courses, educational platforms and social networks, are already widely used in language teaching to help learners to study more effectively. In addition to providing language learners with better opportunities for communication, these technologies support access to information resources as well as improving students' digital skills. However, the rapid development of ICT tools and digital resources presents not only opportunities but also challenges. In order to maximise the potential of ICT tools in language teaching, it is important to use them in a way that corresponds to the individual needs of learners. It is also important that the use of ICT be supported in such a way that it contributes to the formation of life skills and promotes lifelong learning. The application of modern technologies in the educational process is known as technology-enhanced learning (TEL). There is an opinion that TEL provides flexibility in language learning, since students have access to educational language resources in any place and at any time [5]. At any rate, there is no doubt that modern technologies can be used in TEL as media or tools for accessing learning content [6; 7]. Within TEL, mobile learning is becoming increasingly popular due to the convenient opportunities it provides for using educational e-learning platforms in language learning.

The integration of individual educational routes in the process of teaching and learning a foreign language is an effective way to develop learners' professional competence because it gives students freedom to choose language content based on their own professional interests and individual level of foreign language proficiency. IER can be used in autonomous learning to make it more exciting and efficient. Electronic educational platforms such as Rosetta Stone Advantage (RSA) are very useful for autonomous work. RSA was implemented for autonomous work in foreign languages at the Financial University under the Government of the Russian Federation several years ago. Students can choose individual educational routes based on everyday English, professional English or combine both. This platform provides them with the opportunity to choose specific areas of interest. First, language learners must take an evaluation test to determine their level of English and decide what level to choose for further autonomous study. There are several levels students can choose from: A1, A2, B1, B2, C1. The resources provided on the RSA platform include tasks in reading, writing, listening and speaking. Modern technologies expand opportunities for teaching a foreign language and developing skills in all types of speech activity, both in the classroom and in autonomous study. Students can learn vocabulary and revise grammar, improve their pronunciation, listen to dialogues and participate in them. They can answer questions using speech etiquette phrases and do various exercises. They can choose and memorise basic structures and words essential for proper language usage. All the answers are automatically checked and corrected. Students focusing on Business English can choose the following topics from professional life: having a job interview, presenting one's educational and professional background,

communicating by telephone, participating in a meeting and many others. The main task of the teacher/tutor is to help students in the selection of content for autonomous study, to integrate IER in individual personal environment, to monitor the process of technology-enhanced learning and to control its results. The use of individual educational routes contributes not only to the formation of students' communicative skills, but also to the development of their life skills, their initiative and time management. One of the main arguments in favour of electronic educational platforms is that the interaction between teachers and students is transformed as traditional roles change. Teachers become tutors and facilitators, who are able to collaborate with their students outside the classroom using ICT tools. The implementation of individual educational routes meets modern requirements of professional orientation and continuous training or lifelong learning. Tutors can choose and use various ICT tools for pedagogical management of individual work in order to make it more effective.

The purpose of the present study was to clarify the role of the tutor in the management of students' individual activity in electronic educational environment and to determine the tutor's role in the choice of ICT pedagogical management tools in order to increase the effectiveness of individual language learning. The study pursued the following tasks:

– finding out whether students need their tutor's help to integrate individual language routes;

– determining if students need motivation for this type of activity;

– finding out what ICT pedagogical management tools may be useful for monitoring this process;

– finding out students' opinions as to whether they can control the results of their individual performance without their tutor's help.

The study hypotheses were as follows:

– students' autonomous work can be monitored with the help of ICT pedagogical management tools;

– tutors play a significant role in the choice of pedagogical management tools and their use.

It is assumed that second-year students do not need their tutor's help for integration of individual educational language routes because they already have some experience in this kind of activity. These students are able to manage their time and regularly study on electronic platforms in developing various life skills.

Literature Review

The review of the literature reveals a great interest in using modern educational electronic technologies. Many studies have been conducted in this field both in Russia and abroad [6–14]. Technology in language teaching has been used since the1960s. Initially, it included the usage of record players, tape recorders and language laboratories. Later, during the 1980s, the term "Computer Assisted Language Learning" (CALL) was introduced in language education [15]. At that time, computer-assisted materials were already being widely used in language teaching. Language learners were given various tasks, with feedback on their performance being provided by the computer. The use of computer technology was also referred to as Computer Aided Instruction (CAI). Practitioners and researchers in Teaching English to Speakers of Other Languages (TESOL) were enthusiastic to use innovation approaches in teaching and research. Since that time, the use of technology in language teaching has come a long way. Nowadays, education theory combines technology and practical approaches, leading to more exciting and complex approaches to language teaching. CALL now includes online blogs, use of apps, virtual learning environments, computer-mediated communication, etc.

E-learning, introduced in the 1990s as a result of using the Internet and the Internet based tools, is widely used in teaching foreign languages. Various training programs have been implemented for distance learning. Innovative technologies are widely used in the educational process, integrating theory and practice. Implemen-

tation of new technologies has changed the teaching process and has involved new roles for the teacher. The teacher-centred educational process has been replaced by student-centred learning. This means that a student's needs and interests are taken into consideration, while the teacher becomes a tutor or a guide who is ready to help. As a result, language acquisition becomes much more effective.

It should be added that an additional term has recently appeared: "mobile assisted language use". This implies using smart technologies and mobile devices in language teaching in order to access and communicate information anywhere and at any time for social or academic purposes. Kalugina and Tarasevich define smart technologies as technologies having educational utility, giving students and teachers access to the educational resources outside the classroom [2]. Smart technologies entail the use of such devices as digital cameras, digital voice recorders, DVD players, smartphones, laptops and some others. It is important to emphasise that integration of smart technologies in teaching foreign languages is beneficial for both language learners and language teachers. However, there are language teachers who are reluctant to implement smart technologies in the educational process. The reasons may be various, such as a lack of experience or a negative attitude towards innovations in education. Nevertheless, all language teachers should receive training in order to acquire the necessary digital skills to create a personalised learning environment for their students.

As smart mobile devices become more popular, they are increasingly applied in the educational process for creating an exciting learning environment and are especially widely used for instructing children [16]. The main reasons for their popularity are as follows: high resolution, a rapid start-up time and the ability to view digital and multimedia content. Tablet devices are easy to operate and possess such characteristics as multitouch options and automatic screen rotation to different modes based on how users hold the device. Tablet devices involve the use of touchscreen technologies [17]. There are numerous forms of activities in the context of smart mobile devices, such as talking or singing into the microphone, listening to music through headphones or speakers and using the camera in combination with gesture-recognition software [18]. Nowadays, due to digital devices forming an integral part of the culture and the world in which children grow up, digital literacy is necessary for children from an early age. The use of tablets in preschool programmes for classroom activities [19] is due to the opportunities for autonomous learning provided by smart mobile devices [20]. According to researchers, appropriate use of technology is good for the social and cognitive growth of children [19].

Educational mobile applications (apps) are very popular among young users. Research suggests that apps have a great potential for developing reading skills, as mobile touch screens are more convenient for young learners [21]. Many preschool programmes prefer to have iPads or similar tablets for classroom use [19].

Although many educational apps are available, choosing the best ones – especially targeted at children – is not easy. Papadakis and Kalogiannakis consider the educational value of such applications as sometimes less than effective [22]. Although educators may be competent in the use of new technologies, sometimes it may be difficult for them to understand all of the implications of ICT products and services [23]. As a result, they can face problems while selecting appropriate technologies. Since there is no universal rating system for children's apps, users have to consult websites or blogs when choosing apps. However, this method of selection has some disadvantages due to the methodology for the assessment of apps for children not meeting pedagogical standards [24]. It is important to note that the quality of apps may vary; moreover, the price does not necessarily correlate with quality [25].

Recent research findings show that the number of well-designed educational apps is not high. Moreover, there is a lack of resources for testing and evaluating

educational apps prior to their entry on the market [18]. In setting out to establish a new standard for evaluating and selecting the most effective educational apps for children, Hirsh-Pasek et al. examined whether the design and use of educational apps is aimed at children's development and set out to develop an evidence-based guide for both parents and designers [18]. The researchers concluded that apps are educational to the extent that their design promotes socially interactive and meaningful learning [18].

The use of technology in teaching foreign languages is of great importance for the development of linguistic skills. Some researchers, such as Orden, Merç and Liton, consider using multimedia technologies in language teaching to be very useful [1; 14; 26]. Through the process of using technologies, students become more motivated, their communication skills improve and there are positive changes in interactions between teachers and students. The results of the research indicated that student's confidence in their ability to learn online and satisfaction with their online learning experience is correlated with their attitude towards online courses [27].

Although there are many studies concerning the use of modern technologies in language teaching, studies regarding the personal learning environment and the integration of individual educational routes in teaching foreign languages are not numerous. Klimova et al. consider the implementation of distance learning tools, evaluating the content design of foreign language courses taught in non-linguistic universities [8]. Considering the design of learning approaches, they present course content as a set of foreign language learning activities and arrive at the conclusion that content design requires sufficient flexibility to help teachers to adapt and reflect on the design in the process of implementation of distance learning tools [8].

Gabdulchakov et al. investigated mechanisms for increasing the efficiency of interaction between teachers and students [28]. The results of their study are potentially useful for improving social and intercultural communication. Strielkowski et al. revealed the factors that determine students' satisfaction with the quality of university education [29].

Melnichuk and Osipova report the results of research aimed at evaluating the use of the cooperative learning technique for teaching translation [30]. Their study shows that students can benefit from cooperative learning. To represent a learning model that places a student in the centre of the learning process, such terms as "individualised learning" and "personalised learning" are widely used in contemporary pedagogic discourses. In this case, special attention is paid to the individual learners' interests, experience and abilities. Autonomous learners not only have to control their own pace of learning and time management, but also have the opportunity to select individual learning activities in their personal learning environment (PLE). This concept is used in the design and development of online learning. PLE is aimed at improving the effectiveness of learning with the help of electronic resources and ICT tools, which can shift control to the student through promoting learner autonomy, which is independent of physical, geographic and institutional boundaries. As a result, students can choose and personalise available tools and content while benefiting from access to the necessary learning support [31].

Researchers have developed a number of new ways of embedding ICT tools into classroom practice to enhance learning with the goal of creating an educational system that responds to the needs of individuals [9; 26]. There is an opinion that out-of-school uses of ICT influence young peoples' in-school learning [32]. As well as that of teachers, the role of students has also changed: they have become collaborators, empowered to select their own learning activities. Individual learners have the ability to control their pace of learning and time management.

The effective integration of ICT into teaching and learning is one of the essential goals of contemporary educators. However, teachers do not typically follow linear instructional design models when planning

ICT integration [33]. Q. Wang proposes a generic model, which consists of three fundamental elements: pedagogy, social interaction and technology. The sound integration of these components can help teachers to effectively incorporate ICT into their curricula [33].

A personalised learning approach has great potential to meet students' educational needs since it can help to motivate them to learn [31]. Instruction in a personal learning environment is more student oriented, with learners able to choose their own content using individual educational platforms in order to achieve their educational goals. There is no doubt that choosing the right individual educational route is very important in PLE, since it not only determines the appropriate learning goals but it also helps to reach them in a more efficient way. According to the research, students taught in a personalised learning environment generally obtain good academic results, develop more initiative and improve their problem-solving skills. Using a PLE approach helps to engage students in the learning process, increase their responsibility, impart autonomy and promote creativity.

Materials and Methods

The following methods were used in this research: a Likert scale survey, survey data analysis, semantic interpretation of data and graphical representation of data. The participants of the survey were second-year students aged 18-25, with pre-intermediate and intermediate levels of English. The total number of administered questionnaires was 88. However, three questionnaires were disregarded due to incomplete answers, resulting in a return rate of 85. Students who agreed to participate in the survey were selected from groups majoring in Economics and Management. However, for reporting purposes, there was no distinction made between the different groups. All the respondents were students of the Institute of Distance Learning and Open Education at the Financial Institute under the Government of the Russian Federation. They had experience in using the RSA platform in their autonomous work.

Students were asked to express their attitude to the following statements:

1) I am able to integrate an individual educational route in my personal learning environment on my own (independence).

2) I need to be motivated for autonomous work (motivation).

3) I can find time for autonomous work and for controlling my progress (time management).

4) I need reminders to be able to do tasks regularly (regularity).

They were offered a Likert scale to express their opinions according to the following five parameters on the continuum: 1) fully agree 2) agree 3) neutral 4) disagree 5) strongly disagree.

The research consisted of two stages. The first stage included defining the aim and objectives, developing a hypothesis, formulating research objectives and defining the study methods. The second stage included survey data analysis, systematisation of the obtained results and drawing conclusions.

Data collection combined quantitative and qualitative techniques. The quantitative element involved responses to statements via a paper-based questionnaire. The qualitative component consisted of one-to-one interviews conducted during consultations. Participants were asked to share their opinions, concerning particular features of their study using the RSA platform.

Results

The hypothesis that the second-year students do not need their tutor's help to integrate personal educational routes in a personal learning environment was only partially confirmed. In fact, the assistance of tutors in this process is required for a certain number of students, mostly for those facing problems when choosing the language material. Most respondents are motivated to work individually using electronic educational RSA platform. However, one-third of the students need reminders that they should undertake such an activity regularly, so they need a motivating impetus from their tutor. In other words, tutors are required to regularly monitor

learners' individual activity in order to make it easier for students to progress more effectively. During one-to-one interviews, students shared their opinions concerning ICT management tools used by their tutors. The tutor used text messages, internal RSA email and traditional email. Although some students remained neutral on this issue, the majority of respondents expressed the opinion that the best and most efficient way of tutor's pedagogical management was sending a traditional email that could help students with time management. According to the results of the research, tutors play a significant role in implementing modern technologies. Moreover, the tutor's role in the process of integration of individual educational efforts cannot be denied. Obviously, tutors help their students to learn successfully and achieve better results in their autonomous work in modern electronic educational environment. Tutors help language learners to integrate individual learning routes, motivate them and control all the stages of their individual activity with digital educational resources.

The following results concerning students' points of view on life skills development were obtained (Table 1).

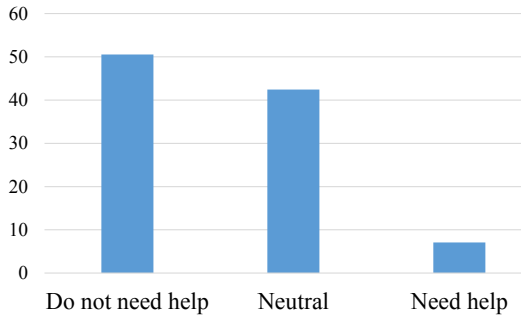
The first thing to consider is that regular work on the RSA platform is useful for development of life skills. In response to the first research statement if language learners can integrate individual educational routes in their personal learning environment on their own, the vast majority of students (50.52%) answered positively (Fig. 1). Language learners believe that they can choose the content for autonomous study from the electronic RSA platform and integrate their educational route in the personal learning environment (11.76% strongly agree and 38.76% just agree). Many respondents, namely, 42.41% of students, are neutral on this issue (Fig. 1). Few students, namely, 2.36% strongly disagree. They are sure they will be unable to form their individual educational route without help. About 4.71% of the total number of respondents do not agree with this statement. Thus, 7.07% of the total number of second-year students surveyed need tutor's help for forming their individual learning pathways and integrating them in PLE (Fig. 1).

It is clear that the second-year students possess certain skills for autonomous study. They know how to form their personal learning environment and integrate their individual language routes, since they obtained some experience in that field when they were the first-year students. They were given instruction in how to choose language lessons and form an individual learning route taking into consideration the results of their placement test. Some students need their tutor's help due to being unable to catch up with the group and cannot cope with the tasks given either because they returned to study following academic leave or were transferred from other universities and are consequently not familiar with this type of autonomous work.

Concerning motivation, the respondents gave the following answers. The statement to which students responded was expressed as: I can motivate myself for autonomous study with the RSA electronic educational platform. The majority of students took a neutral position (48.23%). Strong agreement (11.76%) and agreement (20.00 %) was

Table 1. **Students' responses concerning life skills development with the help of RSA,** %

Life skills	Strongly agree	Agree	Neutral	Do not agree	Strongly disagree
independence	11.76	38.76	42.41	4.71	2.36
motivation	11.76	20.00	48.23	14.13	5.88
time management	16.47	21.17	43.52	14.14	4.70
regularity	15.29	32.94	37.64	11.76	2.37

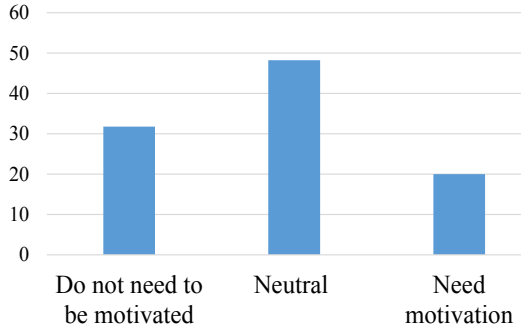


F i g. 1. Students' views concerning tutor's help in choosing individual route of study, %

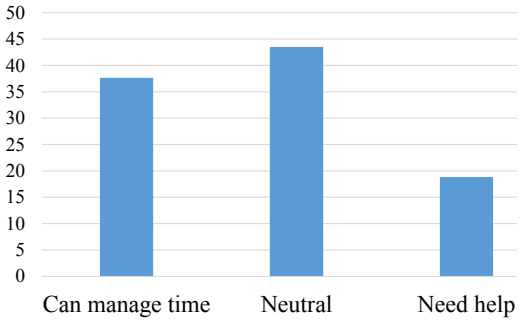
expressed by 31.76% of the respondents. According to the results of the survey, not all the students expressed their readiness for self-motivation. Namely, 14.13% expressed disagreement and 5.88% expressed strong disagreement, which together amounted to 20.01%. Thus, the number of students who are ready for motivation and do not need reminders (31.76%) is smaller than the number of those who take a neutral position concerning this issue (48.23%) whose total number is 79.99%. Thus, a minority of students (20.01%), which is about one fifth of the total number of respondents can be motivated (Fig. 2). Evidently, the second-year students are more objective in self-assessment compared with the first-year students, who have more problems with time management. Nevertheless, the second-year students need motivation from their tutors to achieve better results in their autonomous studies.

The third question gave respondents a possibility to express if they are able to manage their study time on the RSA platform. The majority (43.52%) stated neutrality on this issue, while many respondents (37.64%) either strongly agree (16.47%) or agree (21.17%). A smaller number of students (14.14%), who are sure they will not be able to control their time of work on their own, disagree. About 4.70% of the total number of respondents strongly disagree with the last statement. Thus, 18.84% of the total number of the second-year students surveyed need a tutor's help in their autonomous study time management (Fig. 3). The data analysis reflects the second-year students being mostly in favour of using technologies for self-assessment and self-control.

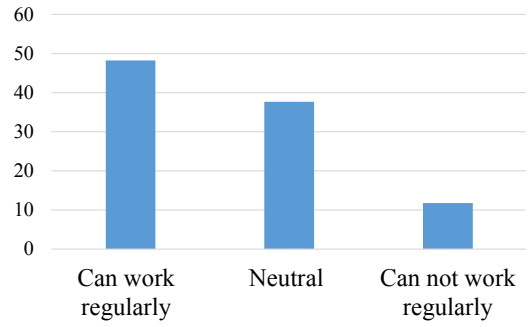
The last statement gave respondents the opportunity to state if they are able to work on the platform regularly and control the results of their autonomous work. Many respondents – namely, 37.64% of students – are neutral on this issue, while a larger number of students (48.23%) strongly agree (15.29%) or agree (32.94%). A smaller number of students (11.76%) who disagree are sure they will not be able to control their results without help. A very small number of students (2.37%) strongly disagree with the last statement. Thus, 14.13% of the total number of the second-year students surveyed need a tutor's help in monitoring the process and the results of autonomous work (Fig. 4). The data analysis reflects the second-year students being mostly in favour of using technologies for self-assessment and self-control. However, nearly all of the students are sure that it would be helpful for them to get emails from their tutors with reminders of doing their individual work.



F i g. 2. Students' views concerning motivation, %



F i g. 3. Students' views concerning time management, %



F i g. 4. Students' views concerning regularity of their work, %

The majority of students stated a preference to receive traditional e-mails rather than RSA internal text messages. Although language learners can choose their pace of learning and select learning activities to integrate their individual educational routes in autonomous work, they still need tutors' reminders in the form of emails in order to work more efficiently and finish their work by a certain deadline.

Thus the hypothesis set out at the beginning of the research, that the second-year students do not need their tutor's help to integrate personal educational routes in a personal learning environment, was only partially confirmed. In fact, the tutor's assistance in this process is required for a certain number of students, mostly for those facing problems when selecting linguistic materials. Most respondents are motivated to work individually using the RSA electronic educational platform. However, one-third of the students need reminders that they should undertake such an activity regularly, so they need a motivating impetus from their tutors. Consequently, it is necessary for tutors to select and use ICT pedagogical management tools and send reminders in the form of emails. In other words, in order to make it easier for students to progress more effectively, tutors should monitor learners' individual activity regularly. Although some students remain neutral on this issue, the majority of respondents are sure that reminders in the form of emails will be useful for them.

Discussion and Conclusion

According to the results of the research, tutors play a significant role in choosing and using pedagogical management tools in the process of implementing modern technologies. Moreover, the tutor's role in the process of integration of individual educational efforts cannot be denied. Undoubtedly, tutors help their students to learn successfully and achieve better results in their autonomous work in a modern electronic educational environment. Tutors help language learners to integrate individual learning routes, as well as motivate them and control all the stages of their individual activity with digital educational resources. The proper choice of ICT pedagogical management tools is very important for the efficiency of this process. Tutors can collaborate with their students outside the classroom using text messages within the RSA platform. However, the best way of reminding students to work regularly on electronic educational platforms is to use email. Designing an appropriate individual learning environment requires understanding of learners' educational and professional needs, as well as their learning styles and preferences. It is obvious that learners' individual characteristics influence their learning processes. The tasks of tutors include development of skills and competences as well as transparent and objective evaluation of individual students' progress. Obviously, approaches to assessing language skills with the help of information technologies should be widely used because electronic assessment is known to have some advantages over paper-based assessment, such as instant feedback and flexibility with respect to time and location.

While previously language instructors considered how to use information technology to teach a foreign language, now it is important to consider how to teach a foreign language so that language learners can make effective use of information technologies. These findings are particularly significant for understanding the future of smart technologies and their role in lan-

guage learning, as well as the evolving role of the tutor in educational process. Moreover, smart technologies may be useful for tutors in the process of choosing teaching strategies that can be applied in a learner-centred approach. Modern technologies give opportunities for making the process of language learning more enjoyable and effective. Moreover, selecting relevant ICT tools for pedagogical management contributes greatly to an increase in student motivation and their interest in achieving good results.

Although this is only a small-scale study employing the questionnaire and a range of interviews, it nevertheless provides insights into the practices and perceptions of a personal learning environment and individual educational routes. In the future, the use of a broader range of techniques in this area, including observational data combined with a larger qualitative sample and statistical analysis, could add a valuable new dimension to this research. It would also be of interest to consider which aspects of language learning students should pay more attention to, what additional language skills might be developed and what results language learners could achieve in the process of using electronic educational resources. Another aspect of future research concerns the relationship between learners' individual characteristics and the learning content. This kind of study could identify positive features of modern technologies that would promote students' satisfaction with digital instruction when studying autonomously.

The popularity of electronic educational platforms is growing rapidly. Consequently, the opportunity to use individual routes within a personal learning environment gives an unprecedented access to content. At the same time, it is a challenge for language learners to manage their time properly. The application of ICT pedagogical management tools is of great importance for quality language teaching and learning. Linguistic education is an area in which electronic educational platforms offering individual routes are widely used, especially in distance learning. However, the rapid development of tools and resources presents not only opportunities but also challenges. In order to achieve better results and maximise the potential of ICT tools for pedagogical management, it is crucial to use them in a pedagogically sound way that corresponds to the individual needs of the learners. Tutors should possess the necessary skills to use ICT tools for pedagogical management within their own professional context. It is crucial that the use of ICT promote lifelong learning. The effective blending of appropriate pedagogical tools with new technologies is important for creating a successful individual language learning environment. Having realise the needs of their students, tutors are empowered to find the best way to support their continual professional development.

Tutors who have experience in using ICT tools for pedagogical management can support their colleagues in raising awareness of the importance of integrating pedagogical approaches with technology to overcome obstacles that might otherwise hinder the effective integration of ICT in their teaching context. In general, the integration of pedagogy and technology is likely to continue. Finally, we conclude that selecting the most appropriate ICT pedagogical management tool is very important for the efficient implementation of individual educational routes.

Incorporating technologies in autonomous work has numerous advantages. Language learners can take advantage of a self-paced learning environment. Electronic platforms can be efficiently used in autonomous work when this process is properly managed and when the right ICT tools are chosen for pedagogical management to monitor students' activities in a personalised learning environment.

REFERENCES

1. Orden V.S. Integrating Digital Technologies in the German Language Classroom: A Critical Study of the Technology-Integration Experiences of Three Secondary German Teachers. Ph.D. thesis. Utah State University; 2010. Available at: https://www.learntechlib.org/p/123709 (accessed 09.08.2018). (In Eng.)

2. Kalugina O.A., Tarasevich N.A. Smart Technology Integration into EFL Teaching at Non-Linguistic Higher School. *XLinguae.* 2018; 11(1XL):8-18. (In Eng.) DOI: https://doi.org/10.18355/XL.2018.11.01XL.02

3. Kim S., Song S.M., Yoon Y.I. Smart Learning Services Based on Smart Cloud Computing. *Sensors*. 2011; 11(8):7835-7850. (In Eng.) DOI: https://doi.org/10.3390/s110807835

4. Lee J., Zo H., Lee H. Smart Learning Adoption in Employees and HRD Managers. *British Journal of Educational Technology.* 2014; 45(6):1082-1096. (In Eng.) DOI: https://doi.org/10.1111/bjet.12210

5. Hwang G.J., Tsai C.C., Wang S.J.H. Criteria, Strategies and Research Issues of Context-Aware Ubiquitous Learning. *Educational Technology Society.* 2008; 11(2):81-91. Available at: https://www.j-ets.net/ets/journals/11_2/8.pdf (accessed 09.08.2018). (In Eng.)

6. Daniel J. Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility [Electronic resource]. *Journal of Interactive Media in Education.* 2012; (3). (In Eng.) DOI: https://doi.org/10.5334/2012-18

7. Kucirkova L.A., Alipichev A.Yu., Vasbieva D.G., Kalugina O.A. Teacher's Role and Students' Role in English for Specific Purposes in E-learning. *XLinguae*. 2017; 10(2):63-77. (In Eng.) DOI: https://doi.org/10.18355/XL.2017.10.02.06

8. Klimova I.I., Kalugina O.A., Khalevina S.N., Fedulova A.N., Trubcheninova A.A. Investigating Effective Foreign Language Learning Design and the Implications for Distance Learning Tools. *XLinguae.* 2017; 10(3):273-284. (In Eng.) DOI: https://doi.org/10.18355/XL.2017.10.03.22

9. Ark T.V. Supporting English Language Learners with Next-Gen Tools [Electronic resource]. 2016. Available at: http://www.gettingsmart.com/publication/supporting-english-language-learners-next-gen-tools (accessed 06.08.2018). (In Eng.)

10. Chikileva L.S. Implementation of Electronic Platforms in Language Learning: Benefits for Teachers and Students. *Cross - Cultural Studies: Education and Science*. 2018; (3):381-386. (In Eng.)

11. Sharpless M., Taylor J., Vavoula G. A Theory of Learning for the Mobile Age. In: R. Andrews, C. Haythornthwaite (eds.) The Sage Handbook of E-Learning Research. London: Sage; 2007. p. 221-247. (In Eng.) DOI: https://dx.doi.org/10.4135/9781848607859.n10

12. Musavi A. Redefining Technology Role in Education. *Creative Education*. 2011; (2):130-135. (In Eng.) DOI: https://doi.org/10.4236/ce.2011.22018

13. Koper R. Conditions for Effective Smart Learning Environments [Electronic resource]. *Smart Learning Environments.* 2014; 1:562-571. (In Eng.) DOI: https://doi.org/10.1186/540561-014-005-4

14. Liton H.A. Examining Students' Perception & Efficacy of Using Technology in Teaching English. *International Journal of Education and Information Technology.* 2015; 1(1):11-19. (In Eng.)

15. Chapelle C. Is Networked-Based Learning CALL? In: M. Warschauer, R. Kern (eds.). *Network-Based Language Teaching: Concepts and Practice: Concepts and Practice.* Cambridge: Cambridge University Press; 2000. p. 204-228. (In Eng.) DOI: https://doi.org/10.1017/CBO9781139524735.012

16. Papadakis S. Creativity and Innovation in European Education: 10 Years eTwinning. Past, Present and the Future. *International Journal of Technology Enhanced Learning.* 2016; 8(3/4):279-296. (In Eng.) DOI: https://doi.org/10.1504/IJTEL.2016.082315

17. Goodwin K. Use of Tablet Technology in the Classroom, NSW Curriculum and Learning Innovation Centre. State of New South Wales, Department of Education and Communities; 2012. Available at: http://fad.teluq.ca/teluqDownload.php?file=2013/11/iPad_Evaluation_Sydney_Region_v2.pdf (accessed 08.11.2018). (In Eng.)

18. Hirsh-Pasek K., Zosh J.M., Golinkoff R.M., Gray J.H., Robb M.B., Kaufman J. Putting Education in "Educational" Apps Lessons from the Science of Learning. *Psychological Science in the Public Interest.* 2015; 16(1):3-34. (In Eng.) DOI: https://doi.org/10.1177/1529100615569721

19. Beschorner B., Hutchison A. iPads as a Literacy Teaching Tool in Early Childhood. *International Journal of Education in Mathematics Science and Technology*. 2013; 1(1):16-24. Available at: https://www.learntechlib.org/p/160449 (accessed 08.11.2018). (In Eng.)

20. Shuler C. Pockets of Potential: Using Mobile Technologies to Promote Children's Learning. New York: The Joan Ganz Cooney Centre at Sesame Workshop; 2009. Available at: http://www.joanganzcooneycenter.org/wp-content/uploads/2010/03/pockets_of_potential_1_.pdf (accessed 08.11.2018). (In Eng.)

21. Mohamed A.j., Lakulu M.M. A Framework of Mobile Educational Application for Kindergarten Early Reading. *The International Journal of Multimedia & Its Applications (IJMA)*. 2017; 9(4/5/6). (In Eng.) DOI: https://doi.org/10.5121/ijma.2017.9610

22. Papadakis S., Kalogiannakis M. Mobile Educational Applications for Children: What Educators and Parents Need to Know. *Mobile Learning and Organisation*. 2017; 11(3):256-277. (In Eng.) DOI: https://doi.org/10.1504/IJMLO.2017.10003925

23. Ebbeck M., Yim H.Y.B., Chan Y., Goh M. Singaporean Parents' Views of their Young Children's Access and Use of Technological Devices. *Early Childhood Education Journal*. 2016; 44(2):127-134. (In Eng.) DOI: https://doi.org/10.1007/s10643-015-0695-4

24. Crescenzi-Lanna L., Grané-Oró M. An Analysis of the Iinteraction Design of the Best Educational Apps for Children Aged Zero to Eight. *Comunicar.* 2016; 24(46):77-85. (In Eng.) DOI: https://doi.org/10.3916/C46-2016-08

25. Bouck E.C., Satsangi R., Flanagan S. Focus on Inclusive Education: Evaluating Apps for Students with Disabilities: Supporting Academic Access and Success. *Childhood Education*. 2016; 92(4):324-328. (In Eng.) DOI: https://doi.org/10.1080/00094056.2016.1208014

26. Merc A. Using Technology in the Classroom: A Study with Turkish Pre-Service EFL Teachers. *TOJET: The Turkish Online Journal of Educational Technology.* 2015; 14(2):229-240. Available at: https://www.researchgate.net/publication/283231199_Using_technology_in_the_classroom_A_study_with_turkish_pre-service_EFL_teachers (accessed 08.11.2018). (In Eng.)

27. Artino A. R., Jr. Online or Face-to-Face Learning? Exploring the Personal Factors that Predict Students' Choice of Instructional Format. *Internet and Higher Education.* 2010; 13(4):272-276. (In Eng.) DOI: https://doi.org/10.1016/j.iheduc.2010.07.005

28. Gabdulchakov V.F., Bashinova S.N., Yashina O.V., Taraskina I.V. Integrative Mechanisms for Increasing Efficiency of Educational and Methodological Interaction between Teacher and Student. *Integratsiya obrazovaniya* = Integration of Education. 2018; 22(2):248-261. (In Russ., abstract in Eng.) DOI: https://doi.org/10.15507/1991-9468.091.022.201802.248-261

29. Strielkowski W., Kiseleva L.S., Popova E.N. Factors Determining the Quality of University Education: Students' Views. *Integratsiya obrazovaniya* = Integration of Education. 2018; 22(2):220-236. (In Russ., abstract in Eng.) DOI: https://doi.org/10.15507/1991-9468.091.022.201802.220-236

30. Melnichuk M.V., Osipova V.M. Cooperative Learning as a Valuable Approach To Teaching Translation. *XLinguae.* 2017; 10(1):25-33. (In Eng.) DOI: https://doi.org/10.18355/XL.2017.10.01.03

31. McLoughlin C., Lee M. Personalised and Self Regulated Learning in the Web 2.0 Era: International Exemplars of Innovative Pedagogy Using Social Software. *Australasian Journal of Educational Technology*. 2010; 26(1):28-43. (In Eng.) DOI: https://doi.org/10.14742/ajet.1100

32. Sutherland R., Armstrong V., Barnes S. et al. Transforming Teaching and Learning: Embedding ICT into Everyday Classroom Practices. *Journal of Computer Assisted Learning.* 2004; 20(6):399-409. (In Eng.) DOI: https://doi.org/10.1111/j.1365-2729.2004.00104.x

33. Wang Q. A Generic Model for Guiding the Integration of ICT into Teaching and Learning. *Innovation in Education and Teaching International.* 2008; 45(4):411-419. (In Eng.) DOI: https://doi.org/10.1080/14703290802377307

Submitted 24.01.2019; revised 12.03.2019; published online 30.09.2019.

About the author:

Lyudmila S. Chikileva, Professor of the Department of Language Training, Financial University under the Government of the Russian Federation (49 Leningradsky prosp., Moscow 125993, Russia), Dr. Sci. (Filology), Associate Professor, **ORCID: https://orcid.org/0000-0002-4737-9041**, **Researcher ID: A-5137-2018**, lchikileva@fa.ru

Acknowledgement: The author is grateful to reviewers for their evaluation of the article.

The author has read and approved the final manuscript.

СПИСОК
ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. *Orden V. S.* Integrating Digital Technologies in the German Language Classroom: A Critical Study of the Technology-Integration Experiences of Three Secondary German Teachers. Ph.D. thesis. Utah State University, 2010. 14 p. URL: https://www.learntechlib.org/p/123709 (дата обращения: 09.08.2018).

2. *Kalugina O. A., Tarasevich N. A.* Smart Technology Integration into EFL Teaching at Non-Linguistic Higher School // XLinguae. 2018. Vol. 11, Issue 1XL. Pp. 8–18. DOI: https://doi.org/10.18355/XL.2018.11.01XL.02

3. *Kim S., Song S. M., Yoon Y. I.* Smart Learning Services Based on Smart Cloud Computing // Sensors. 2011. Vol. 11, No. 8. Pp. 7835–7850. DOI: https://doi.org/10.3390/s110807835

4. *Lee J., Zo H., Lee H.* Smart Learning Adoption in Employees and HRD Managers // British Journal of Educational Technology. 2014. Vol. 45, No. 6. Pp. 1082–1096. DOI: https://doi.org/10.1111/bjet.12210

5. *Hwang G. J., Tsai C. C., Wang S. J. H.* Criteria, Strategies and Research Issues of Context-Aware Ubiquitous Learning // Educational Technology Society. 2008. Vol. 11, No. 2. Pp. 81–91. URL: https://www.j-ets.net/ets/journals/11_2/8.pdf (дата обращения: 09.08.2018).

6. *Daniel J.* Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility [Электронный ресурс] // Journal of Interactive Media in Education. 2012. No. 3. DOI: http://doi.org/10.5334/2012-18

7. Teacher's Role and Students' Role in English for Specific Purposes in E-Learning / L. A. Kucirkova [et al.] // XLinguae. 2017. Vol. 10, Issue 2. Pp. 63–77. DOI: https://doi.org/10.18355/XL.2017.10.02.06

8. Investigating Effective Foreign Language Learning Design and the Implications for Distance Learning Tools / I. I. Klimova [et al.] // XLinguae. 2017. Vol. 10, Issue 3. Pp. 273–284. DOI: https://doi.org/10.18355/XL.2017.10.03.22

9. *Ark T. V.* Supporting English Language Learners with Next-Gen Tools [Электронный ресурс]. 2016. 44 p. URL: http://www.gettingsmart.com/publication/supporting-english-language-learners-next-gen-tools (дата обращения: 06.08.2018).

10. *Chikileva L. S.* Implementation of Electronic Platforms in Language Learning: Benefits for Teachers and Students // Cross-Cultural Studies: Education and Science. 2018. No. 3. Pp. 381–386.

11. *Sharpless M., Taylor J., Vavoula G.* A Theory of Learning for the Mobile Age // The Sage Handbook of E-Learning Research / R. Andrews, C. Haythornthwaite (eds.). London: Sage, 2007. Pp. 221–247. DOI: https://dx.doi.org/10.4135/9781848607859.n10

12. *Musavi A.* Redefining Technology Role in Education // Creative Education. 2011. № 2. Pp. 130-135. DOI: https://dx.doi.org/10.4236/ce.2011.22018

13. *Koper R.* Conditions for Effective Smart Learning Environments [Электронный ресурс] // Smart Learning Environments. 2014. Vol. 1. 2014. Pp. 562–571. DOI: https://dx.doi.org/10.1186/540561-014-005-4

14. *Liton H. A.* Examining Students' Perception & Efficacy of Using Technology in Teaching English // International Journal of Education and Information Technology. 2015. Vol. 1, No. 1. Pp. 11–19.

15. *Chapelle C. A.* Is Networked-Based Learning CALL? // Network-based Language Teaching. Concepts and Practice / Warschauer M., Kern R. (eds.). Cambridge University Press, 2000. Pp. 204–228. DOI: https://dx.doi.org/10.1017/CBO9781139524735.012

16. *Papadakis S.* Creativity and Innovation in European Education: 10 years eTwinning. Past, Present and the Future // International Journal of Technology Enhanced Learning. 2016. Vol. 8, No. 3/4. Pp. 279–296. DOI: https://dx.doi.org/10.1504/IJTEL.2016.082315

17. *Goodwin K.* Use of Tablet Technology in the Classroom, NSW Curriculum and Learning Innovation Centre. State of New South Wales, Department of Education and Communities, 2012. URL: http://fad.teluq.ca/teluqDownload.php?file=2013/11/iPad_Evaluation_Sydney_Region_v2.pdf (дата обращения: 08.11.2018).

18. Putting Education in "Educational" Apps Lessons from the Science of Learning / K. Hirsh-Pasek [et al.] // Psychological Science in the Public Interest. 2015. Vol. 16, Issue 1. Pp. 3–34. DOI: https://dx.doi.org/10.1177/1529100615569721

19. *Beschorner B., Hutchison A.* iPads as a Literacy Teaching Tool in Early Childhood // International Journal of Education in Mathematics Science and Technology. 2013. Vol. 1, No. 1. Pp. 16–24. URL: https://www.learntechlib.org/p/160449 (дата обращения: 08.11.2018).

20. *Shuler C.* Pockets of Potential: Using Mobile Technologies to Promote Children's Learning. The Joan Ganz Cooney Centre at Sesame Workshop. New York, 2009. URL: http://www.joanganzcooneycenter.org/wp-content/uploads/2010/03/pockets_of_potential_1_.pdf (дата обращения: 08.11.2018).

21. *Mohamed A. j., Lakulu M. M.* A Framework of Mobile Educational Application for Kindergarten Early Reading // The International Journal of Multimedia & Its Applications (IJMA). 2017. Vol. 9, No. 4/5/6. DOI: https://dx.doi.org/10.5121/ijma.2017.9610

22. *Papadakis S., Kalogiannakis M.* Mobile Educational Applications for Children: What Educators and Parents Need to Know // Mobile Learning and Organisation. 2017. Vol. 11, No. 3. Pp. 256–277. DOI: https://dx.doi.org/10.1504/IJMLO.2017.10003925

23. Singaporean Parents' Views of Their Young Children's Access and Use of Technological Devices / M. Ebbeck [et al.] // Early Childhood Education Journal. 2016. Vol. 44, Issue 2. Pp. 127–134. DOI: https://dx.doi.org/10.1007/s10643-015-0695-4

24. *Crescenzi-Lanna L., Grané-Oró M.* An Analysis of the Interaction Design of the Best Educational Apps for Children Aged Zero to Eight // Comunicar. 2016. Vol. 24, No. 46. Pp. 77–85. DOI: https://dx.doi.org/10.3916/C46-2016-08

25. *Bouck E. C., Satsangi R., Flanagan S.* Focus on Inclusive Education: Evaluating Apps for Students with Disabilities: Supporting Academic Access and Success // Childhood Education. 2016. Vol. 92, Issue 4. Pp. 324–328. DOI: https://dx.doi.org/10.1080/00094056.2016.1208014

26. *Merc A.* Using Technology in the Classroom: A Study with Turkish Pre-Service EFL Teachers // TOJET: The Turkish Online Journal of Educational Technology. 2015. Vol. 14, Issue 2. Pp. 229–240. URL: https://www.researchgate.net/publication/283231199_Using_technology_in_the_classroom_A_study_with_turkish_pre-service_EFL_teachers (дата обращения: 08.11.2018).

27. *Artino A. R., Jr.* Online or Face-to-Face Learning? Exploring the Personal Factors that Predict Students' Choice of Instructional Format // Internet and Higher Education. 2010. Vol. 13, No. 4. Pp. 272–276. DOI: https://doi.org/10.1016/j.iheduc.2010.07.005

28. Интегративные механизмы повышения эффективности учебно-методического взаимодействия преподавателя и студента / В. Ф. Габдулхаков [и др.] // Интеграция образования. 2018. Т. 22, № 2. С. 248–261. DOI: https://doi.org/10.1016/j.iheduc.2010.07.00510.15507/1991-9468.091.022.201802.248-261

29. *Стриелковски В., Киселева Л. С., Попова Е. Н.* Детерминанты качества университетского образования: мнение студентов // Интеграция образования. 2018. Т. 22, № 2. С. 220–236. DOI: https://doi.org/10.1016/j.iheduc.2010.07.00510.15507/1991-9468.091.022.201802.220-236

30. *Melnichuk M. V., Osipova V. M.* Cooperative Learning as a Valuable Approach to Teaching Translation // XLinguae. 2017. Vol. 10, Issue 1. Pp. 25–33. DOI: https://doi.org/10.18355/XL.2017.10.01.03

31. *McLoughlin C., Lee M.* Personalised and Self Regulated Learning in the Web 2.0 era: International Exemplars of Innovative Pedagogy Using Social Software // Australasian Journal of Educational Technology. 2010. Vol. 26, Issue 1. Pp. 28–43. DOI: https://doi.org/10.14742/ajet.1100

32. Transforming Teaching and Learning: Embedding ICT Into Everyday Classroom Practices / R. Sutherland [et al.] // Journal of Computer Assisted Learning. 2004. Vol. 20, No. 6. Pp. 399–409. DOI: https://doi.org/10.1111/j.1365-2729.2004.00104.x

33. *Wang Q.* A Generic Model for Guiding the Integration of ICT into Teaching and Learning // Innovation in Education and Teaching International. 2008. Vol. 45, Issue 4. Pp. 411–419. DOI: https://doi.org/10.1080/14703290802377307

Поступила 24.01.2019; принята к публикации 12.03.2019; опубликована онлайн 30.09.2019.

Об авторе:

Чикилева Людмила Сергеевна, профессор Департамента языковой подготовки ФГОБУ ВО «Финансовый университет при Правительстве РФ» (125993, Россия, г. Москва, Ленинградский пр-т, д. 49), доктор филологических наук, доцент, **ORCID: https://orcid.org/0000-0002-4737-9041**, **Researcher ID: A-5137-2018**, lchikileva@fa.ru

Благодарности: автор статьи выражает признательность рецензентам за анализ представленной работы.

Автор прочитал и одобрил окончательный вариант рукописи.