

# **NEW MEDIA AND NEW LEARNING OUTCOMES IN FOREIGN LANGUAGE CURRICULUM**

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Over the last decade language learning and teaching has experienced a number of important changes. Many of them were triggered by increasing demand in developing not only learners' linguistic but also intercultural competences, others were linked to the growing use of technology in language classroom. The paper presents the findings of exploratory study of changes in language and communication curriculum resulting from the use of various digital media in undergraduate foreign language programs at one of the leading public universities in Ukraine. Learning outcomes, as a benchmark for assuring quality and efficiency in higher education, enable universities to express student performance beyond the boundaries of subject knowledge and to foster other important skills that are being developed during the educational process. Clearly stated language learning outcomes become an essential tool for monitoring and evaluating learners' progress. Moreover, using the same approach for identifying other than linguistic learning outcomes - e.g. development of digital literacy due to the use of various technologies in the language classroom - helps to enhance the perceived program's benefits. The paper presents the analysis of three consecutive years of teaching English as a foreign language at undergraduate level when curricular changes were implemented on year-to-year basis. The obtained results indicate that the adoption of digital media in language curriculum as a key element in course redesign can be seen as a powerful tool for improving course structure and increasing learners' achievement. The results also prove that this approach significantly improves students' digital literacy and ICT skills.