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Федеральное государственное бюджетное образовательное учреждение высшего образования «Ростовский
ФГО: Макаренко Елена Николаевна государственный экономический университет (РИНХ)»
Должность: Ректор
Дата подписания: 08.02.2023 16:08:52
Уникальный программный ключ:
c098bc0c1041cb2a4cf926cf171d6715d99a6ae00adc8e27b55cbe1e2dbd7c78

УТВЕРЖДАЮ
Директор Института магистратуры
Иванова Е.А.
« 29 » 08 2022 г.

**Рабочая программа дисциплины
Иностранный язык профессионального общения**

Направление 44.04.04 Профессиональное обучение (по отраслям)
магистерская программа 44.04.04.01 "Теория и практика преподавания иностранных языков и межкультурной
коммуникации"

Для набора 2022 года


Квалификация
Магистр

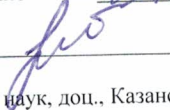
Распределение часов дисциплины по курсам

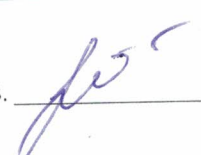
Курс	1		2		Итого	
	уп	рп	уп	рп		
Практические	36	36	24	24	60	60
Итого ауд.	36	36	24	24	60	60
Контактная работа	36	36	24	24	60	60
Сам. работа	68	68	111	111	179	179
Часы на контроль	4	4	9	9	13	13
Итого	108	108	144	144	252	252

ОСНОВАНИЕ

Учебный план утвержден учёным советом вуза от 22.02.2022 протокол № 7.

Программу составил(и): к. филол. наук, доц., Бачиева Р.И. 

Зав. кафедрой: к.филол.н., доц. Казанская Е.В. 

Методическим советом направления: к. филол. наук, доц., Казанская Е.В. 

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

- | | |
|-----|--|
| 1.1 | Целью настоящей дисциплины является эффективное применение современных коммуникативных технологий, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |
|-----|--|

2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

УК-4:Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

В результате освоения дисциплины обучающийся должен:

Знать:

- специфику коммуникативной деятельности педагога;
- многообразие моделей и технологий педагогической коммуникации;
- основные концепции организации межличностного взаимодействия в информационно-образовательной среде универсальные закономерности структурной организации и самоорганизации текста(соотнесено с УК-4.1)

Уметь:

- разрабатывать коммуникативную стратегию и тактику эффективного педагогического взаимодействия;
- самостоятельно находить и обрабатывать информацию, необходимую для качественного выполнения профессиональных задач и достижения профессионально значимых целей, в т.ч. на иностранном языке.(соотнесено с УК-4.2)

Владеть:

- навыками эффективного речевого поведения в различных сферах коммуникации и разных речевых ситуациях;
- навыками извлечения необходимой информации из оригинального текста на иностранном языке по профессиональной проблематике (соотнесено с УК-4.3)

3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература
	Раздел 1. Среда обитания.				
1.1	Тема 1. «Цикл жизни». Чтение: «Близнецы Джим». Лексические единицы: описание человека; работа со словарем. Грамматика: Будущее время. Аудирование: выбор правильных вариантов из нескольких предложенных. Говорение: разговор-собеседование, содержащее вопросы «личного» характера. Тема 2. «Дикий мир». Чтение: «Рожден, что бы быть свободным». Лексические единицы: описание природных ландшафтов; собирательные существительные. Грамматика: структуры глаголов. Аудирование: закончить предложения. Говорение: описание фото, описание людей. /Пр/	1	12	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3
1.2	Письмо: правила написания неформального и неформального писем. Работа в рабочей тетради. Чтение профессионально ориентированной литературы. Подготовка презентации. /Ср/	1	24	УК-4	Л1.1 Л1.4Л2.1 Л2.2 Л2.3 Л2.4
	Раздел 2. Свободное время.				

2.1	<p>Тема 3. «Что такого смешного?».</p> <p>Чтение: «Есть что-то, что ты еще не слышал».</p> <p>Лексические единицы: «сильные» прилагательные; фразовые глаголы с «put». Грамматика: группа прошедших времен. Аудирование: выбор правильных вариантов из нескольких предложенных. Говорение: обмен мнениями по поводу шоу.</p> <p>Тема 4. «Вдохновленный».</p> <p>Чтение: «Когда музыка захватывает». Лексические единицы: лексика, относящаяся к киноиндустрии; фразовые глаголы с «take». Грамматика: группа времен Simple и Continuous. Аудирование: выбор правильных вариантов из нескольких предложенных. Говорение: обсуждение граффити. /Пр/</p>	1	12	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3
2.2	<p>Письмо: правила написания смешной истории и рецензии.</p> <p>Работа в рабочей тетради.</p> <p>Чтение профессионально ориентированной литературы.</p> <p>Подготовка презентации. /Ср/</p>	1	22	УК-4	Л1.1 Л1.4Л2.1 Л2.2 Л2.3 Л2.4
	Раздел 3. Моя реальность.				
3.1	<p>Тема 5. «Настоящий или подделка?».</p> <p>Чтение: «Самозванцы». Лексические единицы: глаголы и идиомы, относящиеся к говорению. Грамматика: Косвенная речь. Аудирование: выбор правильных вариантов из нескольких предложенных. Говорение: вопросы-ответы в парах. Письмо: правила написания эссе.</p> <p>Тема 6. «Путешествия».</p> <p>Чтение: «От побережья до побережья». Лексические единицы: лексика, относящаяся к путешествиям; идиомы с глаголами «come» и «go». Грамматика: модальные глаголы. Аудирование: выбор правильных вариантов из нескольких предложенных. Говорение: выражение своего мнения по поводу экскурсий. Письмо: правила написания неформального электронного письма. /Пр/</p>	1	12	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3
3.2	<p>Письмо: правила написания эссе и неформального электронного письма.</p> <p>Работа в рабочей тетради.</p> <p>Чтение профессионально ориентированной литературы.</p> <p>Подготовка презентации. /Ср/</p>	1	22	УК-4	Л1.1Л2.1 Л2.2 Л2.3
3.3	/Зачёт/	1	4	УК-4	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3 Л2.4
	Раздел 4. Общение.				
4.1	<p>Тема 7. «Я получил сообщение».</p> <p>Чтение: «СОС». Лексические единицы: глагол «get»; фразовые глаголы. Грамматика: Пассивный залог. Аудирование: подбор краткой информации к каждому монологу. Говорение: обсуждение преимуществ и недостатков.</p> <p>Тема 8. «Дело вкуса».</p> <p>Чтение: «Отличное ощущение вкуса». Лексические единицы: лексика, относящаяся к еде; устойчивые словосочетания. Грамматика: выбор между настоящим и прошедшим временем. Аудирование: подбор краткой информации к каждому монологу. Говорение: диалогическая речь в ресторане. /Пр/</p>	2	8	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3

4.2	Правила написания неформального электронного письма и доклада. Работа в рабочей тетради. Чтение профессионально ориентированной литературы. Подготовка презентации. /Ср/	2	35	УК-4	Л1.1 Л1.4Л2.1 Л2.2 Л2.3 Л2.4
Раздел 5. Ум и эмоции.					
5.1	Тема 9. «На пути к экстриму». Чтение: «Несмотря ни на что». Лексические единицы: сложные прилагательные; идиомы с частями тела. Грамматика: относительные предложения. Аудирование: закончить предложения. Говорение: описание жилья (схожесть, разница). Тема 10. «Все в уме». Чтение: «Выключи свой ум и стань гением». Лексические единицы: лексика, относящаяся к умственной деятельности; выражения со словом «mind». Грамматика: степени сравнения прилагательных. Аудирование: подбор краткой информации к каждому монологу. Говорение: сравнение фотографий. /Пр/	2	8	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3
5.2	Письмо: правила написания письма. Работа в рабочей тетради. Чтение профессионально ориентированной литературы. Подготовка презентации. /Ср/	2	38	УК-4	Л1.1Л2.1 Л2.2 Л2.3
Раздел 6. Будущее.					
6.1	Тема 11. «Человек и машина». Чтение: «Почти человек». Лексические единицы: лексика, относящаяся к электроприборам и их работе. Грамматика: придаточные предложения условия. Аудирование: выбор правильных вариантов из нескольких предложенных: составные прилагательные. Говорение: высказывание своего мнения с последующим одобрением или несогласием оппонента. Тема 12. «Изменить ситуацию». Чтение: «Осуществляя протесты». Лексические единицы: лексика, относящиеся к описанию достижений и успеха; составные прилагательные. Грамматика: каузативные глаголы «have», «make», «let» и «get». Аудирование: закончить предложения. Говорение: описание фотографий. /Пр/	2	8	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3
6.2	Письмо: правила написания жалобы на качество технического устройства и статьи. Работа в рабочей тетради. Чтение профессионально ориентированной литературы. Подготовка презентации. /Ср/	2	38	УК-4	Л1.1Л2.1 Л2.2 Л2.3
6.3	/Экзамен/	2	9	УК-4	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3 Л2.4

4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущей и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. Основная литература

Авторы, составители	Заглавие	Издательство, год	Колич-во
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	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Дэвис П., Фалла Т.	FCE Результат: рабочая тетрадь (без ответов)	Оксфорд: University Press, 2008	12
Л1.2	Дэвис П., Фалла Т.	FCE Результат: кн. для студентов	Оксфорд: University Press, 2008	17
Л1.3	Губина Г. Г.	Английский язык в магистратуре и аспирантуре: учебное пособие	Ярославль: Ярославский государственный педагогический университет, 2010	https://biblioclub.ru/index.php?page=book&id=135306 неограниченный доступ для зарегистрированных пользователей
Л1.4	Савич, Т. А.	Английский язык. Профессиональная лексика педагога. English. Teacher's Vocabulary: учебное пособие	Минск: Республиканский институт профессионального образования (РИПО), 2018	http://www.iprbookshop.ru/84873.html неограниченный доступ для зарегистрированных пользователей

5.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Левицкий Ю. А.	Теоретическая грамматика современного английского языка: учебное пособие	Москва: Директ-Медиа, 2013	https://biblioclub.ru/index.php?page=book&id=210501 неограниченный доступ для зарегистрированных пользователей
Л2.2	Гуревич В. В.	Практическая грамматика английского языка: упражнения и комментарии: учебное пособие	Москва: ФЛИНТА, 2017	https://biblioclub.ru/index.php?page=book&id=103487 неограниченный доступ для зарегистрированных пользователей
Л2.3	Слепович, В. С., Вашкевич, О. И., Мась, Г. К., Слепович, В. С.	Пособие по английскому академическому письму и говорению = Academic Writing and Speaking Course Pack	Минск: ТетраСистемс, 2012	http://www.iprbookshop.ru/28189.html неограниченный доступ для зарегистрированных пользователей
Л2.4		American Journal of Pedagogy and Education	, 2013	http://www.iprbookshop.ru/43387.html неограниченный доступ для зарегистрированных пользователей

5.3 Профессиональные базы данных и информационные справочные системы

Консультант +

Гарант

Cambridge Dictionary <https://dictionary.cambridge.org/ru/>

Газета Financial Times <https://www.ft.com/>

5.4. Перечень программного обеспечения

Libre Office

5.5. Учебно-методические материалы для студентов с ограниченными возможностями здоровья

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Помещения для всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения:

- столы, стулья;

- персональный компьютер / ноутбук (переносной);
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- проектор, экран / интерактивная доска.
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7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.
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1. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания
УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия			
Знание: - способы, правила и приемы использования современных коммуникативных технологий;	Перевод слов с русского на английский и с английского на русский, в том числе терминов профессионального общения, правильное произношение слов, чтение текста по профессиональной тематике вслух	Полнота и содержательность ответа, правильность перевода, употребления лексических единиц и грамматических конструкций, соблюдение интонационных форм в соответствии с заданной коммуникативной ситуацией в рамках профессиональной тематики..	Тесты 1-4, Устный опрос (вопрос 2 в каждом разделе), Вопросы к зачету (1-8), Вопросы к экзамену(1 часть - тексты 1-10), (2 часть - 1-12).
Умение: - использовать на профессиональном уровне различные формы и виды устной и письменной коммуникации на иностранном языке; - выстраивать коммуникацию с партнерами, исходя из целей и ситуации общения, определяя и реагируя на культурные, языковые и иные особенности, влияющие на профессиональное общение и диалог	Перевод публицистического текста по профессиональной тематике из 3000 знаков	Выполнение коммуникативной задачи в полном объеме;	Устный опрос (вопрос 1 в каждом разделе), Вопросы к зачету (1-8), Вопросы к экзамену - (1 часть - тексты 1-10), (2 часть - 1-12).
Владение: -- стратегиями устного и письменного общения на иностранном языке в рамках академического и профессионального взаимодействия;	Реферирование текста по профессиональной тематике с элементами рассуждения.	Выполнение коммуникативной задачи в полном объеме; Фонетическое оформление соответствует правилам языка; Корректное употребление лексических единиц; Понимание грамматических и стилистических конструкций. Самостоятельность выводов и суждений с соответствующим	Доклад с презентацией(1-12), Вопросы к зачету (1-8)), Вопросы к экзамену (1 часть - тексты 1-10), (2 часть - 1-12).

		правильным использованием лексических и грамматических структур в рамках профессиональной тематики.	
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1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале:

84-100 баллов (оценка «отлично»)

67-83 балла (оценка «хорошо»)

50-66 баллов (оценка «удовлетворительно»)

0-49 баллов (оценка «неудовлетворительно»)

50-100 баллов (зачет)

0-49 баллов (незачет)

2 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Вопросы к зачету

1. Уникальность человека как личности
2. Разновидности природных ландшафтов
3. Правила выживания в дикой природе
4. Искусство в нашей жизни
5. Честность – лучшее качество человека
6. Путешествия
7. Виды коммуникаций
8. Кухни мира.

Инструкция по выполнению:

Зачет проходит в формате беседы по пройденным темам в течение семестра.

Критерии оценивания:

- Студенту выставляется «зачет» (100-50 баллов), если коммуникативные задачи выполнены полностью, использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче;
- Студенту выставляется «незачет» (49-0 баллов), если ответы не связаны с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы

Вопросы к экзамену

Часть 1: Чтение, перевод и реферирование текста.

Часть 2: Беседа по следующим устным темам:

1. Уникальность человека как личности
2. Разновидности природных ландшафтов
3. Правила выживания в дикой природе
4. Искусство в нашей жизни
5. Честность – лучшее качество человека
6. Путешествия
7. Виды коммуникаций
8. Кухни мира.
9. Экстремальные увлечения.
10. Особенности мышления.
11. Роботизация.
12. Протестные движения.

Образцы текстов для перевода и реферирования

1. E-LEARNING IN RUSSIAN HIGHER EDUCATION: CHALLENGES AND RESPONSES

OLGA V. LVOVA, MARIA Y. KOPYLOVSKAYA, TATIANA M. SHKAPENKO

The modern market of educational services in Russia is going through rapid and radical changes in an attempt to accommodate the actual needs of the social environment. More and more efficient methods of teaching are being introduced and innovative technologies of learning are being developed. In the light of this, information technologies are most welcome as they have enormous potential and introduce new methods and ways of learning into the world of education. It is obvious that the internet, being an inalienable part of our everyday life, cannot but penetrate this area of human activity. Thanks to the World Wide Web, today's EFL teachers and their students can access different forms of information, enjoy authentic language through audio and video web resources, communicate in social networks, and have virtual contacts with the world from almost any part of Russia's vast territory. Both education specialists and learners enjoy an incalculable variety of technologies and facilities that possess obvious pedagogical potential in terms of their progress. How can one select those that are the most appropriate and relevant? This question has no easy answer, because the entrenchment of e-learning is a multi-faceted and challenging process. The challenges are predominantly of a practical nature, concerning financing, scale, forms and search for the most suitable patterns of e-learning development in Russia. Most debates centre on distance learning, blended learning and mobile learning. Yet some of them are purely theoretical, caused by changes that have recently taken place in the system of higher education in Russia, necessitating working out new concepts and strategies. Among the latter is the necessity to conceptualise two key competencies that would be in demand in a digitally networked society – the ability to handle information flows through language proficiency and the competency needed to tap into the potential of numerous telecommunicative facilities and be efficient in virtual communication. Both are making their presence felt in focused higher educational values and are considered in this article. Much is being done through cooperation with the international ICT-LT community. In December, 2012, the British Council organised a four-day workshop in Moscow: "Digital Literacies for ELT". English teachers from universities all over the Russian Federation were invited. In March 2014, the fourth E-merging Forum was held in Moscow – a prestigious event that brought together advanced ICT-LT educators and Russian EFL teachers keen to learn more about available technologies. Another great contribution has been provided by social and professional networks (LinkedIn, Professional.ru), where teachers can compare and exchange notes about new technologies used for ELT. There are also posts from Russell Stannard, a British educator, who, on the web-pages of his Teacher Training Newsletters, generously shares his valuable ICT-LT know-how with educators from all over the world. This is a brief outline of the e-learning challenges that Russian language education must meet. Let us consider the details of the picture, which would be incomplete without a close-up analysis of the responses to these challenges.

2. E-learning and Informatisation – What, Why and How?

OLGA V. LVOVA, MARIA Y. KOPYLOVSKAYA, TATIANA M. SHKAPENKO

Today there are at least two approaches to using internet resources for educational purposes. The first involves the design and development of educational networks by educational specialists at the administrative level, with the involvement of students at universities in such learning management systems as Moodle and Blackboard, and reflects a tendency towards institutionalisation of e-education. The second concerns intensifying particular educational courses by incorporating adequate technologies into teaching/learning, but discretely, being an initiative of some teachers or students aimed at improving/assisting/facilitating acquisition skills or knowledge without any administrative interference on the part of the educational establishment as a whole. The latter appeared within Web 1.0, firmly secured its position in EFL methodology, and entered the corpora of EFL terminology as Web-Supported Collaborative Learning (WSCL), Computer-Based Training (CBT) and Web-Based Training (WBT). Within the framework of Computer-Assisted Language Learning (CALL), the first approach has traditionally been referred to as e-learning, while the second one entered the discourse of EFL methodology as Technology Enhanced Learning (TEL). The boundaries between both

above-mentioned approaches are obviously rather circumstantial and, in practice, their use is normally complementary. It has been explicitly demonstrated in blended learning in language education. A sort of institutionalism can be observed at a more fundamental level of methods and approaches. While in Russia educators emphasise research into teaching English as a foreign language, their counterparts in the West, within the framework of the Learner-Centered Approach, consider learning English to be the focus of research and effort. This is true for e-learning as well: in Europe and the USA distance educational technologies are more related to informal open learning; in Russia the dominant trend is to institutionalise distance forms of education. However, more often than not, university professors opt for technology-enhanced teaching, integrating technologies in their courses and workshops without any pressure from the top. Sometimes a similar attitude towards e-learning can be observed beyond Russia's borders, by those who believe that the question to use or not to use ICT instruments in the classroom remains at the discretion of the faculty. Some are of the opinion that, in spite of e-learning being around for approximately twenty years, the place of technology ("technology in and out of the classroom") should still be determined by the professor, while the educational establishment rarely demonstrates any support or enthusiasm. What is more, on-line learning is still far from being popular on some campuses (Kirshner, 2012). Integrating e-learning in Russia's language education is predetermined by kompetentnostnyi podkhod, or competency approach – a nationwide educational concept that emphasises the value of practicalities over purely theoretical knowledge; it implies readiness to use this knowledge in practice and prioritises knowledge and skills that will be in demand in the labour market in the near future (Baidenko, 2005; Tatur, 2004; Zeer, Symanyuk, 2005). Within the framework of this approach and with the undeniable presence of information technologies in all spheres of life, the government and educational authorities of the Russian Federation initiated a process of informatisation of national education, and encouraged educational institutions to promote all possible forms of e-learning. The term e-learning is widely used by researchers writing in English for the international community. In Russia e-learning is viewed as an educational format that should be institutionalised and carried out with higher educational establishment oversight. Thus, in the narrative of national academic language education, the term informatisation is more relevant and inclusive as it covers not only the matter of educational content (what should be taught electronically), but also considers the reasons why the content should be provided in e-format and prescribes the procedure of integrating technologies into education. The process of informatisation was a response to the recognition of the urgent need to introduce innovative ICT-tools and strategies into education, and has been confirmed by a number of legal and developmental initiatives. Among the most fundamental are the Order of the Ministry of Education "On Coordination of Work in the Sphere of Informatisation of Education" (2001), and the Federal Law on Education of the Russian Federation on Education (2012) (On Coordination of Work [see 2 lines above]; 2001; Federal Law, 2012). These documents laid the foundation for a set of significant changes in education in the Russian Federation and started the informatisation process. In 2001, the State Institute of Information Technologies and Telecommunications "Informika" was commissioned to initiate work on creating a Federal Centre for Educational Resources, which was implemented in four stages: 1) collecting and storing all available educational information resources (accumulating relevant content); 2) designing a unified system of cataloguing and search of educational resources (the system of web-based subject directories); 3) designing the system of web-support of educational processes (virtual learning environments with integrated virtual lecture and practicum courses); and 4) designing integrated websupported virtual learning environments in education (providing access to educational resources securing required learning outcomes and providing support for authors willing to create an educational resource). Although, in their mission statement, the Centre declares that they provide educational resources at all levels of education, in fact higher educational resources are currently underrepresented. There are no resources for EFL classes at university level at all. However, the institution is involved in a number of informatisation projects for education in Russia with Information and Telecommunication Technologies in Education (2003), OneStop Access to Educational Resources (2005) being the largest (Titova, 2011; State Institute of Information Technologies and Telecommunications: Projects).

3. Distance Learning – How Long is the Distance?

OLGA V. LVOVA, MARIA Y. KOPYLOVSKAYA, TATIANA M. SHKAPENKO

The early history of ICT-based distance learning in Russia dates back to 1990, when, under the auspices of Russia's Academy of Education and under the guidance of Prof. Y. S. Polat, Hertzen Pedgogic University, the Laboratory of Means and Pedagogic Technologies of Distance Learning (currently The Centre of Distance Learning) was created. In the 1990s

“Telecommunication in Education” (1993), “Computer Telecommunication to School” (1995) and “Distance Learning” (1998) were published – all edited by Y. S. Polat. In their project “The Concept of Distance Learning”, the Centre’s researchers consider patterns of organising distance learning, didactic characteristics and functions of ICT, and pedagogic grounds for distance learning. They distinguish four main types of distance education: 1) interactive television (two-way TV); 2) computer telecommunication networks (regional and global) in text file exchange mode; 3) computer telecommunication networks with the use of multimedia – information in interactive mode and with the use of videoconferencing, and 4) a combination of the first and the second (Polat, Petrov, Aksenov: <http://distant.ioso.ru/library/publication/concepte.htm>). Even though distance learning has existed in Russia for about twenty years, the rate of its development is rather insignificant. According to the experts, distance learning accounts for no more than 15 percent of the educational market (Statistics, 2012). Information about universities and educational centres that provide distance learning can be found on the Federal Web-portal “Russian Education” (www.edu.ru). The flagship in the implementation of the new format of education is Moscow State University of Economics, Statistics and Informatics (MESI) – the only Russian member of the European project HOME (Higher Education On-line), uniting universities from the UK, Portugal, the Netherlands, Israel and other countries. This portal demonstrates continuous growth in the number of higher educational institutions offering degrees in a distance learning format, but it is worth mentioning that there are no offers to receive bachelor’s or master’s degrees in foreign language education. Only one institution – the Office of Distance Learning at Moscow Institute of Economics, Moscow Institute of Psychoanalysis and Institute of World Economy and Informatisation (UNIK) – supplies web-based online courses, awarding a degree in the field of Translation and Theory of Translation (<http://unic.edu.ru/departments/translation/>). But on the whole, the analysis of the distance education market in Russian higher education leads to the conclusion that most Russian universities continue to prioritise traditional face-to-face education in the teaching of foreign languages. The reasons for the constrained development of the new learning format were investigated by the Centre for Distance Education and Information Technology. The survey conducted by this centre revealed that the main reasons for the slow pace of implementation of distance learning are as follows: – uncertain academic status of distance learning (84 percent of respondents); – lack of necessary regulatory framework in the field of distance learning (84 percent of respondents); – lack of qualified specialists in the field of e-courses development (63 percent of respondents); – lack of awareness in the professional community about the benefits of distance learning (57 percent of respondents); – unwillingness of students to change the education format (26 percent of respondents) (Lokteva, 2010). Among secondary reasons, copyright issues were cited, which makes individual contributors reluctant to place their resources on the web for open access; also there is the reluctance of “old school” teachers to change their methodology, and the lack of trust in the ability of distance education to train academically qualified and responsible specialists. This distrust of innovations is the reverse side of universities’ commitment to traditions and typical of these educational institutions’ resistance to changes, corporate culture and unwillingness to use internet resources as the information in them is derivative and unreliable (Kopylovskaya, 2014:171). Such reverence for traditions can be ascribed to the force of inertia; on the other hand, it could be interpreted as a reliable means of protection against hasty changes, which could lead to a lowering of standards in EFL teaching. In this respect, M. Taylor, a philosopher of religion at Columbia University, NY, emphasises the dangers which can result from an unsubstantiated drive for innovations, arguing that honouring the past is a bulwark against barbarian assaults on the present (Taylor, 2010).

Blended Learning and Mobile Learning: What’s New in Our Blender? The search for more reliable formats of learning, which, on the one hand, would include such advantages of e-learning as convenient time and place for learning, individual pace of learning with the learning material already selected and, on the other, would help to avoid the above-mentioned disadvantages of distance education, resulted in the development of blended learning. Blended learning is often seen as a panacea and something of a compromise by many universities. The format combines distance learning, face-to-face learning and self-study. This educational strategy for foreign language acquisition is now widely used and well-developed in Russia. The system is effective and allows learners to be well-settled and supported as they gain experience and acquire necessary skills. This is the reason for investigating and developing different blended courses (See Chapter 4 for more details on blended learning). In spite of the fact that blended learning allows for significant economy in funding, there are still areas of concern for universities that attempt the transition to a blended learning format. The most challenging is the process of transformation of materials required for studies into an educational information resource and designing means of transmitting these resources to students with maximum efficiency. In

other words, the information scattered over different resources should be structured and digitalised. One more problem arises in the process – that of information density. Here, educators are trying to resolve the problem of correlating the amount of acquisition information to be presented, given appropriated academic hours, and the memory capacity of individual learners. The problem of implementing blended learning forms into language education is also a managerial one and entails fundamental restructuring in the educational establishment. From the viewpoint of pedagogical innovations, the functions steering the educational establishment to non-stop development come to the forefront. Transition to blended learning implies ground-breaking changes in personnel, because preparing a blend requires an army of IT specialists: programmers, web-designers, testers, producers and creative directors. Even the largest universities seem unready to maintain such a staff (Kadyrova, 2009). Speaking about innovative tendencies in e-learning, one cannot avoid mentioning mobile learning (m-learning). This term has different meanings for different communities, but is closely connected with e-learning and distance education. It focuses on learning with mobile devices: smartphones, iPhones, tablets and iPads. Although m-learning is just starting to gain its position in Russian higher education, the challenges with this form of e-learning are notable. First of all, teachers reject the idea of m-learning as they fail to believe that mobile phones can improve the educational process; moreover, the use of mobile phones is forbidden as they are often used as a crib. Secondly, teachers are often much less knowledgeable about mobile applications than their students. Teachers also feel insecure with mobile learning as there is no tested and reliable methodology for teaching with mobile devices, and, by the same token, the mobile applications corpora is neither classified nor sufficient to organise m-learning for students of different educational profiles and levels of proficiency (Titova, 2012). These fears may at least partly disappear as the first steps in m-learning methodology in Russia have already been taken: a manual on this new e-learning format has been offered to EFL teachers in this country (Titova, Avramenko, 2013).

4. Modern technologies in teaching a foreign language.

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it 's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language

This paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.

A case study has been done to appreciate the response of typical English language classroom students for using technology in the learning process. Upon this practical study, the paper diagnoses the drawbacks and limitations of the current conventional English language learning tools, and concludes with certain suggestions and recommendations.

The introduction of information and communication technology (ICT) to education creates new learning paradigms. We are dwelling in a world which technology has reduced to a global village and the breakthrough in technology is underpinning pedagogical submissions. It may become imperative therefore to have a rethinking on how to ameliorate the constraints of second language users through the applications of modern technologies. The interactions between new technology and pedagogical submissions have been found to an extent to be addressing the heterogeneous needs of second language learners and any global discovery which aims at minimizing learners' constraints is a welcome development in a rapidly changing world of technology.

This paper therefore is an overview presentation of how modern technologies can be of assistance to both teachers and students of a second language setting. The rapid growth in ICT experienced by the technologically advanced nations of the world has helped them to overcome some of the barriers in teaching and learning. Applications of modern day's technologies in the field of teaching and learning can make it possible for teachers, students and others to join communities of people well beyond their immediate environment to critically review, analyze, contribute, criticize and organize issues logically and contextually having professionalism and the transformations of the entire society in view.

Now, new technologies such as the reported computer enhancements with new software and networking make it much easier for educators to conquer space and time, with the motive of ameliorating constraints and academic conflicting issues. We can now bring learning to virtually any place on earth anytime for the purpose of achieving the desirable learning outcomes.

In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards. Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each pupil can progress at his/her own pace.

Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations. Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); these tools can literally deliver a 'classroom' in the homes and offices of people.

Technology allows group Learning: There are naysayers who argue that distance learning of this sort cannot help pupils receive the support of traditional group-based learning. For proving this theory wrong, technology has helped provide distance learners with online communities, live chat rooms and bulletin boards. All these allow pupils to collaborate and communicate even though they are isolated in their own space.

Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all.

Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs. Corporate and academic Institutions can reduce their costs of delivering lessons to pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology, pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools.

Roadblocks in the use of technology in learning: Naturally, for education technology to have a positive impact on pupils, it should be designed and prepared well. Tools used for disseminating information must be developed with pupils in mind. There are also factors like lack of computer/technology literacy to be considered. Schools and businesses must bear in mind that education technology is simply a tool and its success depends largely on the amount of planning that goes into it. Using education technology can be a right choice as long as all such factors are considered.

With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better foreign language teaching and learning environment that is supported by multimedia technologies. As a result, Computer Assisted Language Learning, or CALL, has become increasingly popular in the foreign language teaching field. Based on the analysis of the features of CALL, this paper is focused on how multimedia can play an important role in EFL classrooms. The literature review was conducted on definitions and the development of multimedia. Furthermore, the review of the literature was conducted on multimedia as a teaching method from both theoretical and pedagogical aspects. By analyzing the weakness and the strength of CALL, some practical and effective teaching ways, as proposed by professional educators and qualified teachers, are discussed on how to effectively use multimedia in the classroom.

5. Development of Multimedia Applied in English Teaching

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including "e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs". In the context of teaching, multimedia can be called an integrated media,

which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet pupils' requirement. Smith and Woody defined multimedia as "the use of both visual aids and verbal descriptions to illustrate concepts".

According to Mudge, Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn of 90s, multimedia technology was becoming increasingly available in foreign language instruction because of the development of computer technology and the coming of the digital revolution. In the early 2000's, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a worldwide means to get information, lighten the work load, and communicate with each other at any time and at any place. CALL which is Computer Assisted Language Learning came into play during the later part of the 20th century. Warschauer divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the behaviorist learning and featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the pupils. An example of a behavioristic CALL strategy is PLATO.

PLATO (Programmed Logic for Automatic Teaching Operations), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals. The next stage, communicative CALL, appeared in the late 1970s and early 1980s. It focused on the communicative teaching method and encouraged pupils to generate original utterances through the process of discovery, expression and development rather than just repeat the prefabricated language. Pupils were supposed to make use of the computer or the hardware to assist them in language learning. What they actually work with is not the computer but their classmates or teachers. In this model, the computer is viewed as stimulus or tool. Popular CALL software developed in this period included word processors, spelling and grammar checkers. Following this stage is the third stage, integrative CALL which included the development of multimedia computers and the Internet. This model not only integrates various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative perspective of teaching to a more social way, which emphasizes the language use in authentic social environments. Applying this multimedia networked computer in the language class provides pupils a more effective means to learn English. For instance, pupils can have rapid access to the background, grammatical or vocabulary explanations, pronunciation information while the main lesson is in the foreground. Besides, pupils under this model are usually encouraged to engage in their own language development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir pupils to think. With the advent of the advanced technology and internet, computer usage in language teaching provides an authentic environment for pupils to communicate with native speakers in an inexpensive means. Nevertheless, the application of multimedia in English teaching is not as widely used as expected. A reason for this could be the underdevelopment of technology and immature pedagogy about using multimedia in teaching foreign languages. For example, multimedia cost is high and not all educational institutions can make use of this tool. In addition, many teachers are not trained in using multimedia to teach English. According to Gong & Zhou, some teachers who have been aware of the applicability of multimedia teaching tend to focus on the flowery and fancy courseware and neglect the teaching aim, teaching object and teaching content, so the whole English classroom would become a demonstrating hall of computer functions.

6. The trend towards introducing English teaching at primary level.

Chris Pim

The question of when the best time to start learning English is remains a much debated subject. This conundrum has been the subject of intense scrutiny for many years and continues to vex policy makers all over the world. Much of the early debate around the early introduction of language learning into schools centred on the critical period hypothesis (CPH) which, broadly stated, 'is a causal explanation for the differential success in acquisition of a second language by

younger and older learners', (Bialystok and Hakuta, 1999: 162). However, a longitudinal study in the UK on the teaching of French in both primary and secondary schools conducted by Burstall et al. (1974) showed that apart from improved pronunciation there appeared to be no significant difference between attainment for learners who started earlier and those that started later. This meant that, in the state sector in the UK at least, foreign languages were not taught in the primary sector for many years. The research and the debate have continued, but no definitive answer has been forthcoming. Kirsch (2008: 4) summarising our current understanding in this area suggests the following:

- research into the optimum age for language learning is inconclusive
- an early start has a positive impact on children's attitudes
- the only advantage of an early start is the total amount of time spent actively on learning a language.

However, the growth of globalisation of trade and the predominance of English in the media, particularly on the internet, have been responsible for driving change in language education policy and there is a global trend towards introducing English language teaching into the primary sector. Within a politically charged educational environment, some policy makers have decided that the creation of a well-educated, English speaking workforce may be one route out of the current global economic downturn. Parents often consider academic excellence in English to be the number one priority in terms of access to higher education, university accreditation and economic prosperity for their children. Consequently, in many countries, children now begin their study of English at primary level.

There are numerous terms to describe the process of learning English. In many English speaking countries it is often referred to as 'English as an additional language' or 'English language learning'. The distinctive position in these contexts is for learners to acquire English alongside other subjects. This approach has proved very popular in the US, Canada, Australia and the UK, where over 25 years of research has informed a political agenda that promotes inclusion. In other areas, such as the Middle East, the term 'English as another language' has been coined to reflect the notion of children from minority ethnic backgrounds, who already have experience of using their own home languages and are learning the official language of the country, as well as learning English. In many other countries around the world, readers are likely to be familiar with the concept of learning 'English as a foreign language', where learning of English takes place in a non-English speaking context. In EFL classrooms there is a general aspiration for exposing learners to English as a 'living language', providing natural opportunities to practise target language through the use of authentic texts and exposure to real models of spoken English. In this case, the role of technology can provide a significant addition to the other more conventional tools (blackboards, textbooks, cassette players) that are found in classrooms around the world. Technologies like the internet can provide access to large quantities of authentic input material and at the same time can provide opportunities for practice. Teachers and learners are no longer isolated from the target language or culture and can '... participate in the socially mediated practices of [the target language] community.' (Kirsch, 2008: 46). Even if learners do not have direct access to the internet in their classrooms, or at home, teachers often do have and can provide additional resources to supplement the material offered via conventional means.

7. What is the most appropriate approach for teaching young learners?

Chris Pim

There is no right answer to this question, as it will depend on many factors: the age of the children, class size, the competency of the teacher, availability of resources, the school context and the framework constructed by bodies that create the educational landscape for the locality. Should oral development precede reading and writing? There is a school of thought that suggests children learn best by hearing language being effectively modelled by skilled teachers, and having natural opportunities to use language in productive activities, before embarking on robust learning of literacy. However, the relative success of this type of approach may lie in the oral competency of the teacher and easy access to appropriate resources. In some contexts it may make more sense to expose children early to reading, learning phonics and the explicit teaching of grammar. Clearly, it makes little sense to be teaching reading and writing in a second language beyond what has been achieved in a first language, although it may be possible for the two languages to develop at similar rates. However, older learners may have knowledge of literacy to transfer over from a stronger first language. In many contexts, schools are measured by how many children pass academic exams, which may necessitate and encourage a 'teaching to the test' mentality amongst teachers. However, this could mean that the more important aspects of learning are neglected. The significance of oral competency When learners of English are

immersed in the target language, for example children studying in English medium schools or where the dominant language of the locality is English, as in the UK, the development of oral competency naturally tends to precede a more specific focus on reading and writing. However, when we are talking about foreign language learning the decision is more complex. Dividing up language for child foreign language learning (Cameron, 2001: 19) Learning a foreign language Learning the written language Learning oral skills Discourse Vocabulary Grammar Conversation Extended talk Cameron separates learning the written language, not necessarily because she sees this as coming later in a child's development, but because the written language needs to be explicitly taught by the teacher; the process needs planning and the teacher needs to understand what is involved in doing this. However, this does not mean that written language is divorced from spoken language, but for the young language learner, language is presented, practised and learned through speaking and listening. As the result of activities that take place in the class, children learn the meaning of words and grammar 'emerge[s] from the space between words and discourse' (Cameron, 2001: 18) and supports the development of meaning.

For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Young children can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with standard models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practised as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally Emerging technologies, emerging minds | 23 visualise rhymes and songs through freeze-frame photography, artwork and textbased legends that can be synchronised to the words.

8. E-tools that facilitate language practice.

Chris Pim

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What we have said so far in our discussion of the needs of young language learners suggests that they need to be offered opportunities to practise target language in as many ways as possible. What is missing for them in many EFL contexts is access to other language users with whom they can practise. Technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others, often native speakers of the language they are learning, or other learners studying the same language, but who don't share the same home language, so they are forced to make use of English to communicate. Synchronous solutions like video-conferencing (Phillips, 2010) and face-to-face interaction through online virtual worlds (Hew and Cheung, 2010; Zheng et al., 2009) are becoming increasingly popular as vehicles to promote language learning. Video conferencing is being used to bring learners

together over distance so that they can communicate in a common language and share cultural experiences. Virtual worlds like Second Life, Active Worlds and Open Sim afford learners the possibility of 'living' within a 3D space, collaboratively developing content and interacting with peers through virtual experiences: debates, role play, exhibitions, performances and the like. Asynchronous tools like email, blogging and the collaborative development of wikis (Terrell, 2011; Wang and Vásquez, 2012; Woo et al., 2011) also have a significant role to play in facilitating the co-creation of content, where learners interact with peers by composing, editing and exchanging texts. These technologies offer learners the opportunity to engage in activities that produce comprehensible output and where meaning has to be negotiated. It has been argued for some time that in order for learners to develop competent language skills they need to engage in 24 | Emerging technologies, emerging minds Emerging technologies, emerging minds | 25 comprehensible output (Swain, 1985). It had been argued by Krashen (1981) that input would be enough, but Swain and colleagues, based on the work that they have done with Canadian bilingual learners, showed that without engagement with language and feedback, learners do not develop productive skills. Over the years since this original research, a considerable range of studies have explored this area. Technology allows learners who would not normally have as many opportunities to use the language they are learning in productive ways to communicate with other speakers of the target language. Case studies from a range of countries have been chosen to illustrate how different technologies can be used to increase learners' access and participation as well as supporting their development of oral competency, reading and writing. In this first case study we see how Web 2.0 tools and virtual worlds can facilitate natural opportunities for language development between peers who are separated by large distances.

9. Case Study 1.1: Travelling through arts.

Chris Pim

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At the Faculty of Education, Universitat Autònoma de Barcelona, researchers Melinda Dooly and Dolors Masats have been working with trainee teachers to investigate how computer mediated communication (CMC) can facilitate English language learning between children based in two different countries. The research has been triangulated through a close partnership with an internship school (CEIP Sant Jordi) and the specialist teacher, Maria Mont. Randall Sadler, of the University of Illinois Urbana Champaign (USA), collaborated in the materials development. The project is financed by the Spanish Ministry of Science and Innovation (EDU2012 17859; <http://pagines.uab.cat/pads/en>). In the first year of the project, six-year old Catalan speakers were linked with peers in a Canadian school in order to work collaboratively on a cross-curricular project, integrating art, social science and language learning. Children in each school worked independently to research the life of a local artist by visiting galleries and examining the artist's work at first hand. This variously supported aspects of the curriculum: physical geography, transport, historical events and artistic style. Each school was subsequently able to share their findings asynchronously via blogs and wikis as well as through the more immediate 'face-to-face' context of a virtual world. An ingenious method was chosen to bring children together in order to discuss the work of both local artists, as well as share each school's independent research. A virtual exhibition of artwork was created on a secure island in a virtual world called Second Life. Using a non-threatening 'Snoopy' avatar controlled by the teacher, the children were encouraged to use simple English commands to direct their virtual guide around the gallery, to inspect the exhibits and answer their questions. This proved to be an extremely successful way of teaching English, particularly instructional and descriptive language. Emerging technologies, emerging minds | 25 In order to bind the learning together in a suitable finished format, both schools worked together to produce an e-book based on an imaginary meeting between the two artists from each country. This e-book and other details about the project were showcased via a Glogster exhibit entitled 'Travelling Through Art'.

<http://teachertefl.edu.glogster.com/travellingthruart/> This type of work shows how 'blended learning' can be particularly successful as it enables flexible working, where children can pursue projects through more traditional approaches that can subsequently be shared more widely with peers via communicative e-tools. Exploring common themes provides a natural context in which to develop target language through the sharing and co-creation of content. This case study also illustrates the benefits of children acting as digital collaborators. They need to pay particular

attention to the function and form of their oral and written contributions as well as ensuring that it is fit for purpose. Working with peers, particularly those from another cultural background, requires children to carefully consider the sophistication of their contributions as well as the socio-cultural nature of the content, in order to ensure that they, along with the recipients, get the most from the experience.

10. Developing reading and writing.

The interdependence of reading and writing cannot be over-emphasised; 'reading makes the writer' (Corbett, 2008: 1). This is a simple notion, yet the teaching of reading, in the worst cases, can lead to children who are able to decode, but are unable to comprehend or appreciate the full purpose of a piece of text. Whilst this would be an anathema for teachers of a first language, all too often this can be the case for children learning English as a foreign language. This might happen when reading is forced too early and becomes a purely mechanistic process, or if there are few engaging texts to interact with and where there is a lack of exposure to authentic oral models. Reading can be severely compromised by limited access to appropriate texts and the internet itself offers texts that are often too sophisticated for many learners of English. However, there are places on the web where more accessible English can be found, for example, Simple English Wikipedia (<http://simple.wikipedia.org/>) that supports texts with a high content level, but reduced literacy demand. Nowadays, digital literacy is particularly significant, as children are bombarded daily by an array of digital texts, and it is particularly important that they learn to understand the nuance of media-types that surround them in the physical world as well as on the internet. Wordle (www.wordle.net) is a good example of a web-based tool that can help cement the interface between reading, writing and the significance of visual literacy in a 21st century world. The tool produces word clusters based on the frequency of words occurring in a sample of writing. Practitioners can use Wordle to help older children compare texts from different genres and ages, analyse the formality in writing or simply focus on key vocabulary from a particular topic. Children producing their own Wordles can also play around with shape, colour and styling in order to consider the impact of their work on different audiences. Digital texts and electronic books (e-books), particularly when accessed on cool, portable technologies, can inspire children to read. Many offer effective oral modelling via text-to-speech synthesis and access to other tools like electronic dictionaries. Specialised software can record, measure and track progress in reading, and interactive fiction (IF) promotes active reading by enabling learners to affect outcomes in stories, maximising engagement in the storytelling process. Children are also motivated by their own personal writing and there are many tools available to support writing and allow them to author for different audiences – multi-modal digital narratives like cartoons, storyboards, presentations, blogs, websites and extended prose.

Books are a natural starting point for language learning at whatever age the process starts, particularly where the written form can be linked to an oral equivalent. Oral versions of a text can increase access for those whose current reading proficiency lags behind their ability to read. Moreover, well-produced talking books bring texts alive through the quality of voice characterisation, intonation and expression and in many cases can be one of the few ways of modelling authentic oral language to an English language learner. Many professionally produced reading schemes offer audio CDs or online oral versions of the texts. Some companies, like Mantra Lingua (<http://uk.mantralingua.com/>), produce pointing devices that can play audio by scanning texts or interfacing with microdots printed onto paper. Digital texts can also be imported into e-book readers that can render text orally through text-to-speech synthesis. Using software screen-readers and standalone text-to-speech applications can also be an option.

Критерии оценивания:

- оценка «отлично» (84-100 баллов) выставляется, если даны полные ответы на все вопросы, использованный словарный запас, грамматические структуры и фонетическое оформление соответствуют поставленной задаче; если перевод и реферирование сделаны полностью с соблюдением стиля высказывания, без нарушения языковых норм; допускается одна суммарная ошибка, кроме искажения смысла.
- оценка «хорошо» (67-83 балла) выставляется, если даны неполные ответы на все вопросы, использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче, небольшие нарушения использования средств логической связи; если

перевод и реферирование сделаны полностью с соблюдением стиля высказывания, без нарушения языковых норм. Допускаются две полные суммарные ошибки, в т.ч. не более одного искажения смысла.

- оценка «удовлетворительно» (50-66 баллов) выставляется, если даны неполные ответы на два вопроса, использован ограниченный словарный запас, грамматические структуры и фонетическое оформление высказывания имеют небольшие нарушения; если перевод и реферирование сделаны адекватно; допускаются 3 полные суммарные ошибки.
- оценка «неудовлетворительно» (0-49 баллов) выставляется, если ответы не связаны с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы, если перевод и реферирование текста не соответствует требованиям, установленных для оценки «удовлетворительно».

Тесты

TEST 1

1. Complete sentences a–f using the nouns below.

hand part row sense track word

- It's better to take..... in activities than just watch them.
- I'm not finding it easy to make..... of all these numbers.
- There's a lot to do, so could you lend me a..... ?
- Kate and Jack have had a big..... and aren't speaking to each other.
- I was working so hard that I completely lost..... of the time.
- I'm sure Micky will help because he gave me his

2. Choose the correct form of the verbs in italics to complete the text.

I've decided I am (1) *getting/going to get* a new MP3 player on an Internet auction site. If I (2) *buy/'ll buy* it in the shops it (3) *costs/'ll cost* me a lot more, so as soon as I (4) *find/'ll find* one online that I like, I (5) *start/'ll start* watching it. I (6) *don't/won't* bid any money, though, until the auction (7) *is/will be* nearly finished. I (8) *am/'ll be* very disappointed if I don't win it!

3. Replace the words in italics in a–e with one of these words and the correct preposition.

worried risk reason full hooked

- My brother seems *addicted to* computer games.
- In spring, these fields are *covered with* wild flowers.
- Caroline is never *frightened of* walking home alone.
- Some species of animal are *in danger of* disappearing.
- We're not sure what the *cause of* the illness is.

4 Match the groups of people with sentences a–f.

cast team staff audience crowd crew

- 'We only lost the match because our best player was injured.'
- 'When the band come on the stage we all cheered.'
- 'We only get 20 days holiday a year in this company.'
- 'Our ship is often away at sea for three months at a time.'
- 'Hundreds of us waited outside the store for the sales to begin.'
- 'All of us enjoyed performing the last play at that theatre.'

5. For a–e choose the correct alternative in italics.

- After spending all summer in Morocco, Zak had very *tanned/hazel* skin.
- My cousin Jamie has very *dark/fair* eyes.
- Who is that actor with very *slim/thin* eyebrows?
- The police are looking for a tall man with a *curly/hooks* nose.
- In the magazine pictures, the model has quite *broad/full* lips.

TEST 2

1. For 1–10 choose the correct verb in italics.

One of the funniest stories I (1) *'ve heard/heard* recently was about a thief who (2) *broke into/has broken into* an office block last year. He (3) *wanted/was wanting* to steal an expensive new computer that the company (4) *bought/had bought*, so one night he (5) *forced/was forcing* open a window and got in. The computer was quite heavy, and as he (6)

has been lifting/was lifting it through the window he (7) dropped/was dropping his mobile phone. An hour later, the police arrived and discovered the phone, but soon realised the thief (8) stole/had stolen that, too. Then they had a piece of luck, when a text message came through saying 'Hurry up! I (9) 've waited/'ve been waiting at the train station for over an hour!'. When the thief eventually (10) has arrived/arrived, he was arrested.

2. Choose the correct form of the verb, a, b or c to complete each sentence.

1. When I got home, my parents..... a new comedy show on TV.
a. watched b. were watching c. have been watching
2. How long..... out with Richard?
a. have you gone b. are you going c. have you been going
3. Nobody laughed because they..... that joke many times before.
a. heard b. had heard c. had been hearing
4. I think I lots of mistakes in the exam.
a. made b. 've made c. 'd made
5. By the time Katy arrived, I..... outside the cinema for half an hour.
a. stood b. 'd stood c. 'd been standing

3. Complete sentences a–j with a/an, the or no article.

- a. My father is in business and my mother is doctor.
- b. French are famous for their wonderful food.
- c. Patrick and Ryan are brothers..... Ryan is taller one.
- d. Some people like rock but I prefer..... folk music.
- e. One day I want to travel through Africa.
- f. Louise learnt to play..... guitar when she was ten.
- g. Russia is the biggest country on earth.
- h. The most important thing to me is friendship.
- i. At..... Christmas we see all our relatives.
- j. After all that hard work I need to have..... rest.

4. Find and correct five mistakes with articles in the text below.

My family and I have decided that this summer we're not going abroad for our holidays.

Instead, we are going to spend all of the August in north of England in a small village by sea.

We have rented small house in the Lake District, which people say is most beautiful part of the country. Only problem, I think, is a weather. Because of the mountains, and the winds that come from Atlantic Ocean, there can be a lot of the rain. I just hope we don't end up spending most of our time at the home.

TEST 3

1. Complete sentences a–h using these words with suitable prefixes.

active aware honest sympathetic grateful likely legal accurate

- a. Mark can be very sometimes. He didn't thank me for his present.
- b. In many countries, it's now to smoke in public places.
- c. I think your calculations are..... . I make the total 250, not 245.
- d. I didn't see the red flag on the beach, so I was..... that swimming was dangerous.
- e. It was..... of Pamela to take those things from the shop without paying.
- f. Grant was a bully, so people were..... when he got into trouble.
- g. If my MP3 player is..... for more than a few minutes, it switches itself off.
- h. They might bring down the prices of those computers next year, but I think it's..... .

2. Complete sentences a–f with suitable prepositions.

- a. People sometimes complain..... losing money when shopping on the Internet.
- b. Whenever you buy something, you should insist..... getting a receipt.
- c. I object..... receiving emails from people I don't know.
- d. An actor has confessed..... pretending to be the Prime Minister.
- e. Sophie begged..... her parents some cash to buy a new mobile phone.
- f. Sammy is always boasting..... how he was on TV once.

3. Complete the idioms in a–f using these words.

dream show bad scratch easily mind

- a. After our passports were stolen, our holiday went from to worse.
- b. After a year in Rome I spoke fluent Italian, which just goes to that the British can learn languages!
- c. Jackie is rather shy, so talking in public doesn't come to her.
- d. I knew I was going to be late and I needed a good excuse, but none came to .
- e. The village we stayed in was lovely, but I'm afraid the hotel didn't come up to .
- f. Sailing across the Caribbean with somebody I loved was a come true.

4. Match sentence halves a–f with 1–6.

- | | |
|---|---|
| a. At first the bus looked as though | 1. the train left at 6.30 or 9.30. |
| b. We turned the heating off, in order that | 2. the return trip took hours. |
| c. Our room had a jacuzzi, as well as | 3. it was so close to the airport. |
| d. The hotel was rather noisy, since | 4. it was full, but we found a seat. |
| e. Travelling there was easy, whereas | 5. the room didn't get too hot. |
| f. Nobody seemed to know whether | 6. a shower and a bath. |
| g. Fortunately, my best friend talked me | 7. about me behind my back. |
| h. A salesman tried to talk me | 8. down to me but I didn't let him. |
| i. A man in an expensive suit tried to talk | 9. into buying something I didn't need. |
| j. I was angry when I heard he'd talked | 10. out of wasting all my money. |

TEST 4

1. Rewrite sentences a–j in the passive.

- a. Somebody has sent me another message.
- b. They may have made a mistake.
- c. They've told him not to do that again.
- d. You can usually see something on the screen.
- e. They shouldn't allow things like that.
- f. Somebody must have seen the accident.
- g. They can't have sold the tickets already.
- h. Everyone thinks the computer was stolen.
- i. My pen friend sent me an online birthday card.
- j. That shop sold me a damaged CD.

2. For 1–10 replace the formal verbs in italics with phrasal verbs.

Hi Sam, As you know, I'm hoping to (1) depart on a trip round the world next week, but there's a problem. Last month I (2) submitted applications for visas to go to several countries, but one of them has been (3) rejected. I'm sure I (4) completed the form properly, and I thought it had just been (5) delayed for a while, but now I've (6) discovered I can't go there at all, because I (7) omitted some important information. If I enter without a visa, they might even (8) imprison me. Anyway, I've (9) calculated that if I go by a different route, it'll (10) accelerate my journey by about two days!

I hope all's well,

Chris

3. For a–g choose the word, a, b or c, that best completes each sentence.

1. Children love ice-cream because it's soand cold.
a. bitter b. chewy c. sweet
2. Boiled rice on its own is a very meal.
a. rich b. plain c. crunchy
3. My curry was so that I drank four glasses of water.
a. spicy b. mild c. tasteless
4. I enjoyed the fried chicken. It made a very meal.
a. tasty b. stodgy c. greasy
5. His steak was so that he needed a sharp knife to cut it.
a. tender b. chewy c. rich
6. The coffee was rather..... so I put more sugar in.
a. sweet b. spicy c. bitter
7. Green olives can be quite , but I generally like their flavour.
a. fatty b. bitter c. crunchy
8. I hate it when I can hear people eating snacks in the cinema.
a. fatty b. crunchy c. stodgy
9. The vegetables were because they had been cooked for a long time.
a. tender b. chewy c. crunchy
10. We had a meal of bread and rice.
a. tasty b. plain c. greasy

Инструкция по выполнению

В процессе тестирования студент должен ответить на все вопросы. Время выполнения теста составляет 80 минут. Максимальное количество баллов, которое студент может набрать за 1 тест– 30 баллов. Общее количество баллов за курс – 60.

Критерии оценивания:

За каждый тест студент может получить максимально 30 баллов. За каждый правильный ответ студент получает балл, количество вопросов в тесте - 30.

Устный опрос

1 курс

1 раздел

1. Лексические единицы по темам: описание человека; работа со словарем; описание природных ландшафтов; собирательные существительные; «сильные» прилагательные; фразовые глаголы с «put»; лексика, относящаяся к киноиндустрии; фразовые глаголы с «take».
2. Будущее время; структуры глаголов; группа прошедших времен; группа времен Simple и Continuous.

2 раздел

1. Лексические единицы по темам: «сильные» прилагательные; фразовые глаголы с «put»; лексика, относящаяся к киноиндустрии; фразовые глаголы с «take».
2. Группа прошедших времен; группа времен Simple и Continuous.

3 раздел

1. Лексические единицы по темам: глаголы и идиомы, относящиеся к говорению; лексика, относящаяся к путешествиям; идиомы с глаголами «come» и «go».
2. Косвенная речь; модальные глаголы.

2 курс

4 раздел

1. Лексические единицы по темам: глагол «get»; фразовые глаголы; лексика, относящаяся к еде; устойчивые словосочетания.
2. Пассивный залог; выбор между настоящим и прошедшим временем.

5 раздел

1. Лексические единицы по темам: сложные прилагательные; идиомы с частями тела; лексика, относящаяся к умственной деятельности; выражения со словом «mind».
2. Относительные предложения; степени сравнения прилагательных.

6 раздел

1. Лексические единицы по темам: лексика, относящаяся к электроприборам и их работе; лексика, относящиеся к описанию достижений и успеха; составные прилагательные.
2. Придаточные предложения условия; каузативные глаголы «have», «make», «let» и «get».

Инструкция по выполнению

Устный опрос проводится 2 раза в семестр в конце прохождения каждого раздела. Во время устного опроса студент должен ответить на все вопросы преподавателя по теме. Время ответа составляет 5 минут. Максимальное количество баллов, которое студент может набрать за один раздел – 10. Максимальное количество баллов, которое студент может набрать за один курс – 20 баллов.

Критерии оценивания:

Каждый устный опрос оценивается следующим образом

- студенту выставляется 9-10 баллов, если он ответил на все вопросы преподавателя без искажения информации, в речи отсутствуют грамматические, лексические и логические ошибки.
- студенту выставляется 7-8 баллов, если студент ответил на все вопросы преподавателя без искажения информации, в речи допускаются 2 грамматические, 2 лексические и 2 логические ошибки.
- студенту выставляется 1-6 баллов, если студент ответил на все вопросы преподавателя с незначительными искажениями информации, в речи допускаются 3-5 грамматические, 3-5 лексические и 3-4 логические ошибки.

Темы докладов с презентацией

1. Лингвоперсонологический подход в начальном языковом образовании.
2. Виртуальная реальность в обучении языкам.
3. Развитие познавательной способности на уроках иностранного языка.
4. Применение современных технологий на уроках иностранного языка.
5. Эффективные способы оценивания в начальной школе.
6. Инновационные интерактивные приемы овладения иноязычной лексикой.
7. Межпредметная интеграция.
8. Смысловое чтение на иностранном языке.
9. Проектная деятельность на уроках иностранного языка.
10. Особенности раннего обучения иностранным языкам.
11. Использование дистанционных образовательных технологий на уроках иностранного языка.
12. Особенности обучения иностранному языку взрослых.

Инструкция по выполнению

Студент готовит 2 доклада в течение курса. За 2 доклада студент может максимально набрать 20 баллов. Методические рекомендации по написанию и требования к оформлению содержатся в приложении 2

Критерии оценивания:

Каждый доклад оценивается по следующим критериям

- - студенту выставляется 10-8 баллов, если изложенный материал фактически верен, присутствует наличие глубоких исчерпывающих знаний по подготовленному вопросу, в том числе обширные знания в целом по дисциплине; грамотное и логически стройное изложение материала, широкое использование не только основной, но и дополнительной литературы;
- - студенту выставляется 7-6 баллов - изложенный материал верен, наличие полных знаний в объеме пройденной программы по подготовленному вопросу; грамотное и логически стройное изложение материала, широкое использование основной литературы;
- - студенту выставляется 5-4 балла – изложенный материал верен, наличие твердых знаний в объеме пройденной программы по подготовленному вопросу; изложение материала с отдельными ошибками, уверенно исправленными использованием основной литературы;
- - студенту выставляется менее 3 баллов – работа не связана с выбранной темой, наличие грубых ошибок, непонимание сущности излагаемого вопроса.

3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

Текущий контроль успеваемости проводится с использованием оценочных средств, представленных в п.2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

Промежуточная аттестация проводится в форме зачета/ экзамена.

Зачет проводится по расписанию промежуточной аттестации в форме собеседования по пройденным темам.

Экзамен проводится по расписанию промежуточной аттестации в устной форме. Количество вопросов в экзаменационном задании – 2. Проверка ответов и объявление результатов производится в день экзамена. Результаты аттестации заносятся в экзаменационную ведомость и зачетную книжку студента. Студенты, не

прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Учебным планом предусмотрены следующие виды занятий:

- практические занятия.

В ходе практических занятий углубляются и закрепляются знания студентов по ряду вопросов, развиваются навыки устной и письменной речи на иностранном языке.

При подготовке к практическим занятиям каждый студент должен:

– изучить рекомендованную учебную литературу;

– подготовить ответы на все вопросы по изучаемой теме;

– письменно выполнить домашнее задание, рекомендованные преподавателем при изучении каждой темы.

По согласованию с преподавателем студент может подготовить доклад или сообщение по теме занятия. В процессе подготовки к практическим занятиям студенты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на практических занятиях, должны быть изучены студентами в ходе самостоятельной работы. Контроль самостоятельной работы студентов над учебной программой курса осуществляется в ходе занятий методом устного опроса или посредством тестирования. В ходе самостоятельной работы каждый студент обязан прочитать основную и по возможности дополнительную литературу по изучаемой теме, выписать определения основных понятий; законспектировать основное содержание; выписать ключевые слова; выполнить задания-ориентиры в процессе чтения рекомендуемого материала, проанализировать презентационный материал, осуществить обобщение, сравнить с ранее изученным материалом, выделить новое.

Подготовка доклада с презентацией

Одной из форм самостоятельной деятельности студента является написание докладов. Выполнение таких видов работ способствует формированию у студента навыков самостоятельной научной деятельности, повышению его теоретической и профессиональной подготовки, лучшему усвоению учебного материала.

Темы докладов определяются преподавателем в соответствии с программой дисциплины. Конкретизация темы может быть сделана студентом самостоятельно.

Следует акцентировать внимание студентов на том, что формулировка темы (названия) работы должна быть:

- ясной по форме (не содержать неудобочитаемых и фраз двойного толкования);
- содержать ключевые слова, которые репрезентируют исследовательскую работу;
- быть конкретной (не содержать неопределенных слов «некоторые», «особые» и т.д.);
- содержать в себе действительную задачу;
- быть компактной.

Выбрав тему, необходимо подобрать соответствующий информационный, статистический материал и провести его предварительный анализ. К наиболее доступным источникам литературы относятся фонды библиотеки, а так же могут использоваться электронные источники информации (в том числе и Интернет).

Важным требованием, предъявляемым к написанию докладов на немецком языке, является грамотность, стилистическая адекватность, содержательность (полнота отражения и раскрытия темы).

Доклад должен включать такой элемент как выводы, полученные студентом в результате работы с источниками информации.

Доклады представляются строго в определенное графиком учебного процесса время и их выполнение является обязательным условием для допуска к промежуточному контролю.

Презентация представляет собой публичное выступление на иностранном языке, ориентированное на ознакомление, убеждение слушателей по определенной теме-проблеме. Обеспечивает визуально-коммуникативную поддержку устного выступления, способствует его эффективности и результативности.

Качественная презентация зависит от следующих параметров:

- постановки темы, цели и плана выступления;
- определения продолжительности представления материала;
- учета особенностей аудитории, адресности материала;

- интерактивных действий выступающего (включение в обсуждение слушателей);
- манеры представления презентации: соблюдение зрительного контакта с аудиторией, выразительность, жестикуляция, телодвижения;
- наличия иллюстраций (не перегружающих изображаемое на экране), ключевых слов,
- нужного подбора цветовой гаммы;
- использования указки.

Преподаватель должен рекомендовать студентам

- не читать написанное на экране;
- обязательно неоднократно осуществить представление презентации дома;
- предусмотреть проблемные, сложные для понимания фрагменты и прокомментировать их;
- предвидеть возможные вопросы, которые могут быть заданы по ходу и в результате предъявления презентации.