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ASSESSMENT OF PROBLEM AND PROJECT-BASED ACTIVITIES IN A CLIL COURSE

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Abstract. Today, according to various educational documents, a university teacher must be able to control the learning process not only in order to compare the level achieved by students with a certain minimum of requirements laid down in the curriculum on the basis of competent and transparent assessment criteria and to record changes in the general level of preparedness of each student and the dynamics his successes, but for the diagnosis of problems that arise among students in the learning process; for the development of reflection skills; skills of self-assessment and peer-assessment by students of their achievements. Unfortunately, at the current stage, peer-assessment, reflection and self-assessment are weak points in the educational process, since the student does not participate in control and assessment, he is not involved in the process of developing or choosing assessment criteria, in peer and self-assessment, in reflective activity after completing the project assignment or taking a course. The article aims to address this issue by examining assessment and feedback as critical components of the methodological system, including stages of control, assessment methods, control and reflection tools. The ultimate goal is to develop an approach to assess professionally oriented projects within the framework of content and language integrated learning (CLIL). The article discusses the different stages of web project assessment, prerequisites for successful implementation in blended learning, and online tools and mobile applications that facilitate effective feedback, reflection, and assessment in a CLIL course. By embracing this approach, teachers can provide students with a more engaging and participatory learning experience while ensuring that they are equipped with the necessary skills to become successful professionals in their respective fields.

Keywords: *content and language integrated learning (CLIL), blended learning, web projects, problem-based activities, peer-assessment, feedback, reflection, language assessment, online course, assessment criteria*

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Introduction

The use of CLIL methodology in foreign language learning has proven to be a promising solution for the challenges faced by the current education system. It is an approach that integrates content and language learning, which allows students to learn a foreign language and a specific discipline concurrently. This approach is believed to have a huge didactic potential, as it develops advanced language skills in professional spheres (Coyle, Hood, Marsh, 2010; Vavelyuk, 2015); it provides an excellent context for meaningful input, communication and output (Mehisto, 2012); it is aimed at STT (student talking time) and reduce TTT (teacher talking time) (Vdovina, 2018); it appeals to different learning styles and is often cross-curricular (Gulaya, Romanova, 2016); it makes bilingualism/trilingualism in mainstream education a realistic and achievable aim (Kukulska-Hulme et al., 2021).

In order to effectively teach a foreign language, the focus must be on developing the necessary language skills required for communication in the professional field (Sysoev, 2021). Language courses should aim to solve professional problems and require the development of analytical, creative, critical skills and group work. This approach necessitates assessing, monitoring, and reflecting on the process of project- and problem-based activities within the framework of a CLIL course.

However, peer assessment, reflection, and self-assessment are currently weak points in the educational process. Students are not involved in monitoring or assessment, nor are they included in the development or selection of assessment criteria, peer and self-assessment, or reflective activities after completing a course. As a result, students cannot correlate their learning outcomes with the teacher's goals. This is why it is crucial to incorporate these components in the methodological system.

Assessing, monitoring, and reflecting on the process of project- and problem-based activities within the framework of a CLIL course can be divided into several stages. The first stage involves assessing the students' initial language level and determining their ability to understand and use professional vocabulary. The second stage involves monitoring the students' progress throughout the course and evaluating their performance in both language and content learning. The third stage involves reflection on the learning process, allowing students to evaluate their own progress and set goals for future learning.

The use of CLIL methodology in foreign language learning is a step towards achieving bilingualism/trilingualism in mainstream education (Marsh, 2012). However, it is important to integrate assessment, monitoring, and reflection into the methodological system to ensure that students are able to correlate their learning outcomes with the teacher's goals (Nicol, Macfarlane-Dick, 2006). By doing so, students will have a better understanding of their strengths and weaknesses, leading to more effective learning and improved language skills in the professional field.

The characteristics of problem-based activities used in CLIL

According to Professor D. Marsh, content and language integrated learning is based on four invariant components: content, communication, culture, cognition (Marsh, 2012). Content refers to a specific subject area where knowledge, skills, and abilities are developed. Communication involves exchanging information and ideas. Culture involves studying language within a community's or country's culture. Cognition includes developing analytical, critical, and creative skills.

CLIL has a positive impact on learners' attitudes towards language learning and their own abilities as language learners. According to D. Marsh, language learning becomes "acquisitional" rather than just "intentional" (Marsh, 2012). As

a result, learners develop pluriliteracy skills, which are higher-order thinking skills. They become more curious, analytical, and interactive thinkers as well as better problem-solvers. CLIL also teaches learners how to work collaboratively, take creative risks, and manage their time effectively. This approach leads to greater engagement and motivation among learners (Ball, Kelly, Clegg, 2013).

To prioritize these benefits, CLIL courses emphasize group, problem- and project-based activities such as projects, case studies, brainstorming sessions, simulations, discussions, and roundtables. Table 1 lists the characteristics of common problem-based assignments integrated into CLIL courses (see Table 1).

Table 1. Characteristics of the problem-based activities integrated in CLIL

	Discussions	Brain storms	Role games Simulations	Quests Cases	Projects
Development of both language skills and communicative skills	+	+	+	+	+
Development of creative and critical skills	+	+	+	+	+
Development of research skills	-	+	-	+	+
Development of group work skills	-	-/+	-	-/+	+
Students independently formulate a problem or direction of search	-	-	-	-/+	+
Portfolio used for process assessment/monitoring	-	-	-	+	+
Product development	-	-	-	-/+	+

Web projects used for language learning have multiple benefits, as they help students develop language skills, analytical abilities, creativity, and research skills (Bertaux et al., 2009). These projects also promote collaborative skills necessary for interaction, peer-evaluation, and reflection among students (López-Medina, 2016).

Project-based activities typically involve several stages, including identifying and selecting a problem, gathering information and creating an electronic portfolio, proposing and discussing potential solutions, selecting online tools for publishing the project, presenting the project, and evaluating the project while reflecting on the process (Titova, 2017).

A group project assessment model was implemented in an online CLIL course for bachelor students in the Department of Regional Studies and International Relations at Lomonosov Moscow State University. This multi-stage assessment involves the use of various online tools and methodological technologies, as outlined in Table 2.

Table 2. The stages and technologies of assessment of project-based activities in the online CLIL course

Stages of project assessment		Methodological technologies	Digital tools	Methods of evaluation and feedback
1	Monitoring by the teacher of the process of preparing project materials	Electronic portfolio	Blogger.com	Feedback on e-portfolio publications in the form of text comments
2	Student peer evaluation of project activities and presentation skills	Checklist Questionnaire	MOODLE Google Forms MonkeySurvey	Peer-assessment
3	Assessment of the project by the teacher	Criteria and assessment scales Comments	MOODLE Screencast-o-matic Bandicam, Voicethread Vocaroo, etc.	Verbal feedback in the form of a screencast, podcast or videocast
4	Reflection of students	Questionnaire Check list Interview	MOODLE Google Forms MonkeySurvey	Analysis of survey results, correction of the educational process

During the initial stage of the project, students are monitored for their ability to identify problems, search for materials, and define project objectives. All materials are compiled into an e-portfolio, which serves as a formative

assessment tool. Feedback given at this stage aims to correct any issues with the process of searching, collecting, and analyzing information. The e-portfolio also encourages students to improve their analytical and cognitive skills by identifying errors and inaccuracies in their written speech. Constructive feedback not only corrects mistakes but also contributes to developing a further plan of action, encouraging reflective activity, and increasing student motivation. Ultimately, constructive feedback helps students feel more confident, boosts their motivation, and creates a psychologically comfortable and trusting environment for learning (Hattie, Timperley, 2007).

Feedback provides concrete assistance in overcoming psychological and educational problems and difficulties, contributes to the individualization of the educational process. J. Hattie and H. Timperly identify five characteristics of effective feedback. It should be specific, addresses the learner's advancement toward a goal, praise their efforts instead of intelligence. Feedback should be constructive, because it helps develop an awareness of student learning, and they are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves. It should be fast and timely, balanced and correct. Too much praise can convey a sense of low expectation and, as a result, can be demotivating; constructive feedback given in front of others, even if it is well-intended, can be read as a public attack on them and their ability (Hattie, Timperley, 2007).

Today, feedback can be provided by the teacher in online form with the help of podcasts (audio comments), videocasts (video comments), screencasts (audio comments of the computer desktop), dynamic texts with comments based on digital tools (see Table 2). Online feedback is fast and timely. The teacher spends much less time providing, for example, audio comments. A video or audio file can be instantly published or sent to students. The next advantage is

personification and targeting. It is well known that video messages create the effect of "personal presence" of the teacher (voice, video), that is extremely important for motivation and the interactivity of the educational process (Improving the effectiveness of language learning, 2014). In addition, digital feedback files can be saved, systematized, analyzed, they can be included in the student's electronic portfolio, used as recommendations for further development (Zaripova, Salekhova, Danilov, 2017). To publish portfolio materials in the course blogger.com is used, which is synchronized with Google. It has a mobile version, and allows the teacher and students to publish feedback in the form of text or audio files instantly.

At the second stage, students peer evaluate project products in terms of their content and design. The teacher formulates assessment criteria in advance, discusses these criteria with students, who make corrections and offer their own criteria. It is important to note that for peer-assessment it is necessary to use well-defined criteria. Complex formulations should be avoided, those criteria should be adapted for students (see Table 3). Only in this case, peer evaluation will help students not only objectively evaluate each other's projects, but also take a critical look at their own work.

The criteria are divided into two groups: for evaluating the quality of the content of the project and evaluating the quality of visual and language design of the project task. The proposed criteria of the first group correlate with the professional competencies of Educational Standards of Moscow State University in the field of Foreign Regional Studies (Educational Standard of Moscow State University, 2021).

Table 3. Peer-evaluation gradebook to assess the content and design of the project-based activities

		Excellent	Proficient	Needs correction
<i>Solution of professionally oriented communicative project tasks</i>	The professional problem of the project was formulated correctly on the basis of the analyzed sources	3	2	1
	Analytical work with statistical information was carried out: comparison, comparison, generalization	3	2	1
	Possible ways of solving the professional problem were suggested	3	2	1
	Conclusions based on professional sources were made, the point of view of the authors of the project was expressed	3	2	1
<i>Visual and language design of a professionally oriented project</i>	Information is structured, logically presented in the headings of the project task	3	2	1
	Analytical visualization of information: availability of tables, graphs, infographics, diagrams	3	2	1
	Citation of sources and references, no plagiarism	3	2	1
	Grammar and vocabulary	3 No mistakes	2 1 mistake - minus 0.5 points	1 1 mistake - minus 0.5 points

At the second stage of assessment, the presentation skills of the project team members are also an object. As already mentioned, complicated methodological terms that are common in language assessment, such as accuracy, fluency should be avoided. An example of a jointly created table for assessing presentation skills is demonstrated in Table 4 (see Table 4).

Table 4. Peer-evaluation gradebook to assess the presentation skills

	Excellent	Proficient	Needs improvement
The content of the presentation: consistency, completeness of the disclosure of the professional problem, giving reasons and arguments, examples of solving the professional problem under discussion	3	2	1

Oral skills: clear pronunciation, loudness, pauses, voice quality	3	2	1
Language skills: grammar and vocabulary	3	2	1
Posture	3	2	1
Contact with the audience: eye contact, questions, etc.	3	2	1
Time management	3 13 minutes	2 16 minutes	1 More than 16 minutes

At the third stage, the content of the projects is evaluated by the teacher according to carefully developed criteria that evaluate both the content and the design of the online project product. To provide timely, constructive feedback, the teacher records a screencast or podcast, which is published on the course website.

Research data and evaluation of a reflective survey

At the final stage, students reflect. Reflection can be carried out with the help of questionnaires, interviews, checklists, essays, interviews. A qualitative survey was also conducted, revealing the attitude of students to innovative approaches to assessing tasks in the course. Conducting a final, reflective assessment helps to find out how successful the learning process was from the point of view of students. During the course, a questionnaire consisting of 5 open-ended reflective questions was used. Open questions for reflection on project activities were formulated as follows:

1. What did you learn about the problem you were working on during the project?
2. What new skills did you acquire while working on the project?
3. What skills and abilities did you improve while working on the project?
4. What problems did you face while working on the project? How did you solve them?

5. What resources did you use while working on the project? Which ones were especially helpful? Which ones would you use again?

Summarizing the results of a reflective survey in which 42 students from the Department of Regional Studies and International Relations took part in 2021 and 2022, we can say that all students noted that the problem-oriented project topic, clear instructions for implementation, group interaction and feedback from the teacher allowed acquire in-depth knowledge in their professional area. It was also found that many students chose topics related to the group project for their graduate papers, indicating that the project had a lasting impact on their academic pursuits.

Furthermore, the majority of students noted improvements in their foreign language skills, both in writing and speaking. This was attributed to the fact that the project was created in the form of an analytical site on the formulated problem. In addition to this, 20 students mentioned that they had developed their presentation skills while working on the project.

The survey also highlighted that all 42 students learned how to analyze various data (tables, graphs, infographics) on a chosen professionally oriented problem. Additionally, 38 students identified new skills related to the analysis of data on socio-economic, demographic, cultural, and other processes and phenomena in the region of specialization. This demonstrates that the project was successful in equipping students with practical skills that will benefit them in their future careers.

However, the survey also revealed some challenges faced by students during the project. The main difficulties included psychological difficulties related to group work, distribution of responsibilities, completing tasks on time, and creating a joint e-portfolio. Many students also spoke about the lack of time as a significant challenge.

Overall, the survey results suggest that the problem-based project topic, clear instructions, group interaction, and feedback from the teacher were key factors in promoting in-depth knowledge acquisition and practical skill development among the students. While there were some challenges faced during the project, the positive attitudes towards new assessment technologies suggest that students are willing to embrace innovative methods for learning and evaluation.

Research data of a qualitative survey

At the final stage of the survey, the students were asked to express their attitude towards new assessment technologies. The proposed Likert questionnaire with a five-point assessment scale included 10 questions, and all 42 students participated. The results showed that all students expressed positive attitudes towards new assessment technologies, indicating that they are open to using innovative methods for evaluating their academic performance. Table 5 presents the results of this survey.

Table 5. The results of the survey of students attitude to new assessment technologies, to peer assessment and reflection

	Strongly agree	Agree	Difficult to answer	Disagree	Strongly disagree
1. The electronic portfolio allowed to effectively organize and distribute the work in the group	39	1	1	1	0
2. Feedback and comments of the teacher in the electronic portfolio provided concrete assistance in overcoming psychological and educational problems	20	19	0	2	0
3. The development of criteria for mutual assessment together with the teacher is necessary	42	0	0	0	0
4. Peer evaluation of the content of the project helped to correct their mistakes and objectively evaluate the work of group members	14	26	0	2	0

5. Mutual assessment of presentation skills helped to correct their mistakes and objectively evaluate the work of group members	10	30	0	2	0
6. Peer evaluation of projects using digital tools makes the process transparent and objective	42	0	0	0	0
7. Digital feedback from the teacher in the form of a screencast, videocast was convenient, constructive, timely	18	22	2	0	0
8. Reflection helped me see my own achievements and failures, the dynamics of my own professional development	42	0	0	0	0
9. The proposed assessment and monitoring system contributed to the development of new skills, greater involvement in the learning process	30	12	0	0	0
10. The proposed system of assessment and monitoring made the learning process very difficult	0	1	1	27	13

Interpretation of a qualitative survey

The results of a qualitative survey indicate that students have a positive attitude towards new assessment technologies, peer assessment, and reflection. The majority of participants (40 people) found electronic portfolios to be an extremely useful tool for monitoring and correcting educational activities during project creation. Students (39 people) emphasized the importance of timely feedback at the portfolio stage and found teacher comments in the electronic portfolio to be helpful in overcoming psychological and educational problems. Most students (40 people) agreed that peer evaluation of project content and presentation helped correct mistakes and objectively evaluate groupmate work.

Additionally, all respondents (42 people) expressed the opinion that students should be involved in developing criteria for evaluating the project product, and reflection helped them see their own achievements and failures as well as the dynamics of their professional development. The majority of students

(42 people) agreed that the proposed assessment and monitoring system contributed to the development of new skills and greater involvement in the learning process, as evidenced by the results of the reflective questionnaire.

However, some respondents had criticisms regarding questions 2, 4, and 5. This could be due to students' lack of peer assessment skills that need to be developed, as well as difficulties in overcoming psychological barriers during group work. Despite these criticisms, the analysis showed that the majority of students believe that the presented model for evaluating project assignments is effective, promotes their involvement in the learning process, and helps develop motivation, communication, and professional skills.

Conclusion

The approach presented for evaluating project tasks in a CLIL course involves multiple stages and utilizes digital tools to monitor and evaluate project creation progress, make necessary corrections, and provide timely and constructive feedback. Implementing online tools for feedback and assessment encourages student engagement and motivation in the learning process. Furthermore, it is essential that the final stage of assessment includes reflection, which is required for all problem-based activities and helps develop students' reflective skills. Potential directions for further research include exploring mutual assessment skills, addressing psychological barriers in reflective activity, and using reflective questionnaires to identify areas for improvement in the educational process.

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ОЦЕНИВАНИЕ ПРОБЛЕМНО И ПРОЕКТНО-ОРИЕНТИРОВАННЫХ ЗАДАНИЙ В ПРЕДМЕТНО-ЯЗЫКОВОМ ИНТЕГРИРОВАННОМ КУРСЕ

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Аннотация. Сегодня, согласно различным образовательным документам, преподаватель вуза должен иметь возможность контролировать процесс обучения не только для того, чтобы на основе грамотных и прозрачных критериев оценки сопоставить достигнутый студентами уровень с определенным минимумом требований, заложенных в учебных планах. и фиксировать изменения общего уровня подготовленности каждого студента и динамику его успехов, но для диагностики проблем, возникающих у студентов в процессе обучения; для развития умений рефлексии и самооценки обучающимися своих достижений. К сожалению, на современном этапе взаимооценка, рефлексия и самооценка являются слабыми местами образовательного процесса, так как обучающиеся не участвуют в контроле и оценивании, не вовлекаются в процесс выработки или выбора критериев оценивания и взаимооценивания, в рефлексивную деятельность после выполнения проектного задания или прохождения курса. Статья направлена на решение этого вопроса путем рассмотрения оценивания и обратной связи как важнейших компонентов методологической системы, включая этапы контроля, методы оценивания, средства контроля и рефлексии. Конечной целью является разработка подхода к оценке профессионально ориентированных проектов в рамках предметно-языкового

интегрированного обучения (CLIL). В статье обсуждаются различные этапы оценки веб-проектов, предпосылки для успешной реализации смешанного обучения, а также онлайн-инструменты и мобильные приложения, которые облегчают эффективную обратную связь и оценивание в курсе CLIL.

Ключевые слова: предметно-языковое интегрированное обучение (CLIL), смешанное обучение, веб-проекты, проблемная деятельность, самооценка, обратная связь, рефлексия, языковая оценка, онлайн-курс, критерии оценки.

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TEACHING PRACTICAL PHONOLOGY ON-LINE: PROS AND CONS

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Abstract. In our digital era the necessity of developing distance (on-line) learning courses both in Russia and in the whole world is not viewed any longer as a challenge but rather as an issue of practicality. Both state budgeted educational institutions and private sector companies are involved in producing relevant programs to answer the demand in the market. Pronunciation is the area which stays beyond the main focus of material writers' attention. Although the speaker's pronunciation culture is the first signal that influences the listener's perception of the utterance itself and of the speaker's personality, consciously or subconsciously. In the latest projects of the Council of Europe which provide detailed descriptors for assessing phonological skills, general phonological control is measured according to the intelligibility, that is how much effort interlocutor has to make to understand the speaker. The interlocutor should not necessarily be a native speaker. This ruins the idea of native pronunciation and traditional phonetic standards. The role of the teacher becomes more complicated, because he/she has to identify the level of intelligibility of a student according to his/her inner criteria. In this respect digital technologies can save the situation providing speech models with acceptable range of variability. In the article the possibilities of teaching and learning the phonology of foreign languages distantly are discussed. The following methodological factors are considered: focus groups, content, format, technologies, methods and techniques of training, duration of training sessions. Electronic resources for teaching phonetic perception and production of the English Language at both segmental and supersegmental levels are presented. Each resource's characteristics are discussed in a short review. The preferable options are identified. This material might be useful for English teachers planning distance classes with remedial type of phonetic training in various educational contexts.

Keywords: culture of speaking, distance learning, pronunciation, phonology, teaching methodology, internet resources, foreign languages, phonological control, focus group, speech perception, speech production.

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Introduction

The culture of speech is primarily related to how a person sounds, in what sound form he/she puts the meaning that he/she wants to transmit. On the other end of the communication channel the listener identifies the sound signal and makes decision about whether it matches his/her own criteria of natural adequate utterance or not. It happens very quickly, in a fraction of a second, earlier than the meaning of the words uttered are extracted. The listener makes the judgement probably basing on the following criteria:

1) is it delivered by a native speaker of the language (then the speaker is accepted as “one of us”), or by a non-native one, in which case the speaker would rather be perceived as an alien; 2) do the listener likes how the speaker sounds or dislikes it. The second criterion may be applied to both native and non-native speech. The earliest samples of language tests in history were introduced according to the first criterion. Those were the so called "Shibboleth tests". Let's consider the two criteria mentioned above.

2) As a marker of belongingness to a certain group pronunciation reveals the social status of the speaker, his/her educational level, cultural background, geographic origin (local dialect and/or accent). The speakers' message will also be judged according to the norm of the language. Although, norm has such a dynamic character that it is perhaps more realistic to speak about attitudes to norm at particular time and place of the speaking event. Thus, American speech might be considered as strongly accented from the point of view of British Received Pronunciation in the middle of the 20th century, but today, when RP is spoken by less than 2% of the population of the British Isles, it may be considered as an accent itself. Broadly speaking, the norm in the pronunciation of the English language can hardly be discussed whatsoever taking into consideration the increasing number of local varieties of English. According to the

paradigm of World Englishes which started to be prevailing in the end of the XX century (Kachru, 1986), the linguistic norm can only be set in the countries of the inner circle (UK and USA mainly). In the countries of the outer circle (India, Malaysia and other former colonies) norm can be modified, but not set for others, and in the countries of the expander circle (China, Russia, Brazil, etc.) the norm can only be followed. This idea developed further in the XXI century under the influence of massive migration. It is often very difficult to identify to-day which language is native for a person. Children born in a country to which their parents had moved may speak a second language better than the mother tongue. As a consequence of that the concept of a native speaker is eliminated from the professional lexicon of Common European Framework of Reference (CEFR Companion Volume 2020) and from the criteria of the evaluation of "normal" pronunciation.

The second criteria (whether the listener likes or dislikes how the speaker sounds) deals with the aesthetic and ethical attitude towards the way people speak. Concerning this there is still a big difference between Europe and Russia. We have always valued the Russian language as a national treasure in spite of all innovations, borrowings and lowering standards. In spite of the fact that the Russian language has lost its position as a lingua franca on the most territories of the former Soviet Union (or, perhaps, thanks to this fact) the idea of Cultured Russian is still strong for many people and especially for linguists (Вербицкая, Богданова, Склярёвская, 2002). There is less diversity in the norm of the Russian language, hence Russian teachers and examiners tend to be stricter about pronunciation mistakes in foreign speech.

Options for teaching pronunciation distantly

Applying the theory and practice of distance education to phonology we agree with E. S. Polat, who understands distance learning as one of the possible

types of education or pedagogical technologies, on the one hand, and the type of interaction of a teacher and students with each other at a distance by means of electronic technologies, on the other. He claims: “Distance learning is considered by us as one of the varieties of the system of continuing education. In addition, one of the most promising models of learning in the future, as it is already obvious, will be the model of integration of distance and full-time forms of education. Therefore, it is very important not to lose sight of this connection” (Полат, 2006: 7). The notion of distance learning is perhaps wider than e-learning/on-line teaching. To make things more confusing, Russian way of using the terms “on-line” and “off-line” tend to be treated as synonyms to “internet-based” and “classroom-based”, to say nothing of the mixed/hybrid types of education. For the sake of uniformity, I will use the terms on-line and distance learning here as synonyms, classroom learning being the opposite.

To teach pronunciation at a distance is more difficult than to teach any other skill. First of all because it is a specific motor activity. Learners need immediate teacher's feedback perceived through at least three sensory channels - visual, audial, motor (kinaesthetic). Such multisensory images it is most difficult to relate by digital means on a small screen without physical contact.

Although, relying on the cognitive styles theory (Fleming, Mills, 1992), one channel of perception (kinesthetic, for instance) may be compensated by the others – visual, auditory, textual.

With the above mentioned ideas in mind, we will further consider factors of the learning environment while identifying models of teaching pronunciation by means of electronic distant communication:

1. A practically-oriented course of foreign phonology can be taught distantly to all possible groups of learners (children or adults in additional education, secondary school and university level students, in-service and pre-

service teachers) but with different degree of success. To put them hierarchically (from most perceptively successful to less teachable) let's consider the following order. Teaching groups of teachers will be most effective due to the fact that there will be no need to introduce general phonetics and basic classification of phonemes and terminological information. The trainer can proceed immediately to practical skills. Second will come groups of adult learners in additional education who are usually very well motivated and treasure their time. As to tertiary level students they will need and expect a more profound approach, a thorough classroom-based training, so a distance course may serve only as an addition to the main off-line course. Children are perhaps the riskiest focus group because with them it is extremely difficult to keep the aim of the activities and control their behaviour.

2. The training format may combine different options - lectures, webinars, on-line practical training sessions, hybrid sessions. Audio-visual presentation will provide the most effective substitute for direct contact with the audience. Unvoiced text inclusions are not excluded, for example, in tests. The proportion will be different according to the focus group.

3. The same with the content of the course. Some small portions of theory will be useful (but not for small children). The main focus is on remedial practical sessions.

4. The timing of the course will be built around 30 academic hours, every session lasting not longer than 4 academic hours for adults and 30-45 minutes for children, depending on their age.

5. Methods of teaching will include both traditional (starting with classical minimal pairs, phonetic dictations, transcription of texts) and technologically advanced techniques (using interactive International Phonetic

Alphabet Chart, articulatory animation, computer acoustic analysis of intonation, etc.)

Having settled the outline of syllabus design we may consider the methods and techniques of distant teaching in more details. The overview of but a few of them is listed further.

Articulation training:

- Animated demonstrations of articulation of isolated English phonemes and their pronunciation in words with training opportunities is provided by the program *Soundz (Soundz.American English Pronunciation)*. It is based on American phonological system and uses American speakers as models. Video animation of the movement of vocal organs and muscles give accurate dynamic images (see Fig.1). It is a good substitute for traditional charts of sagittal.



Fig. 1. Animation of speech sounds in the program *Soundz*. profiles of articulation.

The program is equipped with a virtual assistant, which gives step-by-step instructions fulfilling the function of a teacher. It is possible to record your own voice and compare several working attempts with the standard one spoken by a native speaker. The resource may be recommended for all age groups and various educational levels.

Acoustic aspect:

- At segmental level voiced classification tables of all possible speech sounds in different languages (*International Phonetic Alphabet*) may be used for applying the perceptual approach to teaching phonology. By pressing the IPA symbol of a phoneme in the phonetic chart the student may hear the corresponding sound. This resource may be used in connection with the previous one or independently. There are no training materials, so it may be used for learning terminology in an introductory phonetic course.

- Acoustic analysis and comparison of waveforms and sound spectra in contact languages (*PRAAT; Speech Analyzer*) can help to visualize the features that differ the languages, such as sound quality and duration. By modifying sound wave into tone curve the program may teach intonation as well.

The method of intonography is the automatic registration and visual demonstration of the pitch frequency and intensity of a speech signal. For instance, *Speech Analyzer* is the program which task is to show various graphic images of speech and sound recordings, as well as to perform phonetic analysis of human voice recordings and ethnological studies of sound recordings.

There are complex programs which can help to train all phonological features, segmental and suprasegmental, receptive and productive, together:

- The *Sky Pronunciation* is a multimedia interactive English language program that develops the pronunciation side of speech in students by practicing pronunciation from videos and testing phonemes, homophones, mastering word stress and sentence stress, improving rhythm and intonation, as well as the practice of listening and reproducing dialogues, stories and poems (see Fig. 2).

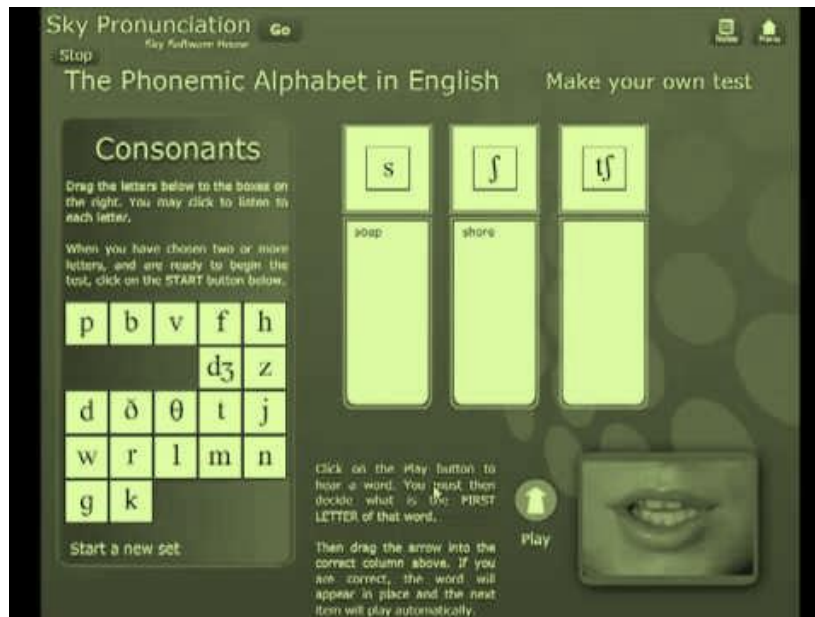


Fig. 2. Sky Pronunciation program

- *Sanako Media Assistance* program was developed in Finland. Suitable for teaching listening and speaking, this program allows students to undergo multiple oral repetition of the material being studied by using the RECALL button; it is possible to record their own speech after repeating words or phrases after the speaker. In this program, you can choose a convenient mode for listening to audio material, for example, the voice of the speaker or your own, or both options. The latter option is useful because the student can compare his/her pronunciation with the standard, as well as self-correct the pronunciation errors.

- *Tell Me More* interactive course is designed for self-study of the language (British English). The *Tell Me More* program is aimed at mastering all types of speech activities that are necessary for oral and written communication. It helps to overcome the language barrier, as well as learn a lot of interesting things about the people and culture of Great Britain. The program uses the most modern technological and methodological tools that can improve the efficiency of language acquisition and allow one to learn a language in accordance with individual preferences and tasks. It is equipped with interactive dialogues, videos,

audio materials, sound recognition technology, etc. A special feature of this program is a virtual film studio in which students can work with authentic video clips, subtitles and voice any characters. With this function, students can learn spoken language faster, understand the language, and also learn to speak fluently like native speakers (see Fig. 3).

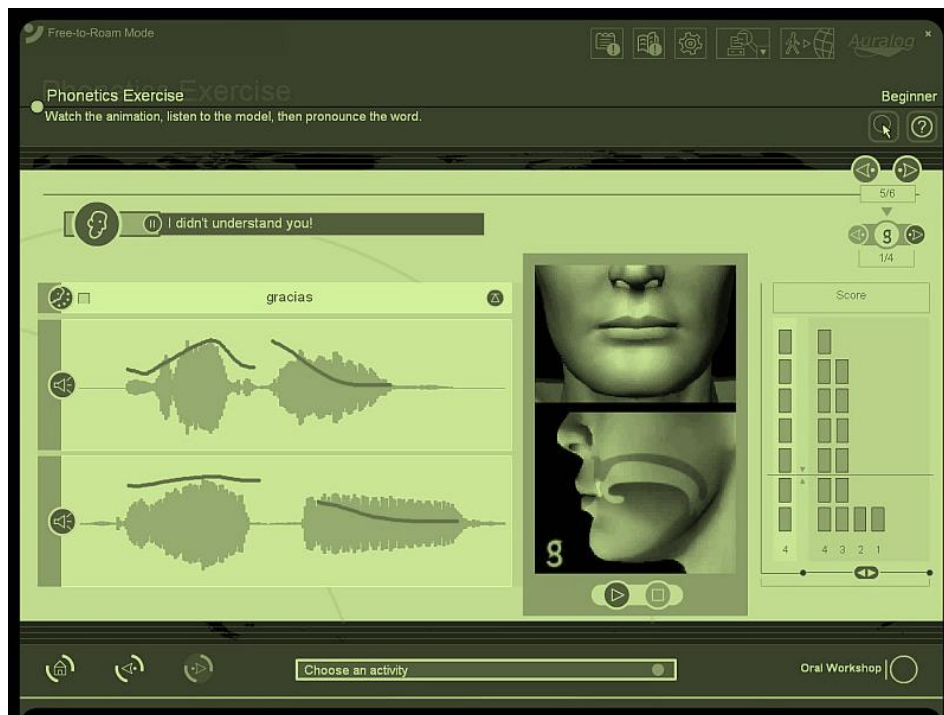


Fig. 3. Tell Me More program

The program has three modes: controlled, where the program itself creates a training plan and guides the student step by step; free – the student chooses topics or exercises at will; and dynamic, when the program selects exercises in accordance with the results of tasks already completed.

The teacher can adapt the *Tell Me More* program for specific learning purposes. It contains a flexible system of settings where you can independently create a selection of audio recordings from the program, then record it on an audio disc and study without using a computer outside the house. It also provides a pronunciation improvement function. For example, with the help of a speech recognition system, a student can self-assess his/her own pronunciation.

The program is designed for three levels: Beginner, Intermediate and Advanced. All of them comply with the standards of the CEFR levels A1/A2, B1 and B2.

- *REWARD InterN@tive* program is a complete multimedia textbook of the English language. REWARD course consists of 4 levels: Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate. Each of the levels contains audio and video applications. The course is designed for adults and teenagers, and can also be freely used for self-study.

REWARD InterN@tive covers all types of speech activities: listening (listening comprehension), reading, oral and written speech, grammar, pronunciation and vocabulary. Apart from other functions, it contains:

- speech recognition. The ViaVoice speech recognition technology enables the learner to communicate with the program in a natural language for humans;
- visualization of pronunciation. The program has four ways of visual display of sound (see Fig. 4);
- video tutorials. The program contains educational videos with a special game plot of five hours.



Fig. 4. *REWARD InterN@tive*, visual representation of pronunciation by sound waves.

Users of electronic teaching resources should consider that most of them are not free. Software products sometimes are rather expensive for individual

purchases, but affordable for educational institutions. The access to some programmes nowadays is limited, but we all hope for the best and wait when it will be recovered.

As it was already mentioned, in a distance phonology course besides technologically-advanced programmes described above teachers can successfully apply methods that are not specifically designed for digital version, but are ideologically innovative (techniques based on sound-colour associations, articulatory gymnastics or kinaesthetic exercises combining micro-motoric and macro-motoric movements) (Pavlovskaya, Timofeeva, 2009). This method can potentially be applied via internet platforms, although it will need serious work of computer programmers and material writers.

To test the technology in a distance course we have designed a pilot experimental training course with the use of programmes Tell Me More, Sky Pronunciation, SaundZ Pronunciation Software, Sanako Media Assistance for a multilingual group of adults (8) at B2-C1 proficiency level. The course lasted for 1 month, 30 academic hours. Materials for distance learning were developed on a specialized platform for corporate learning iSpring, which works in the Microsoft PowerPoint interface. The results are shown on Fig. 5.

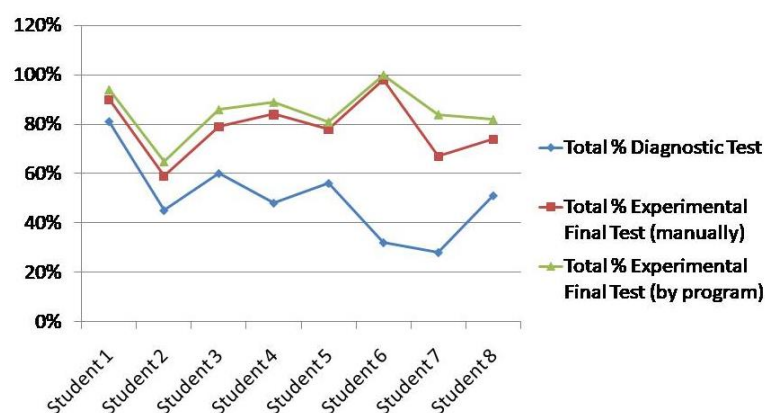


Fig.5. Results of diagnostic and final testing

Fig.5 shows that all students demonstrated very good dynamics of their phonetic skills. On average their results increased by 1,7 times. The calculations were done by Vladislava Belousova, a Ph.D. student at St.Petersburg state university (Белюсова 2022).

Conclusion

Thus, multimedia and digital technologies have significant methodological potential. To unlock this potential, when planning an English phonetic distance course a teacher should be well-trained in using digital technologies himself/herself as well as consider certain requirements of the educational context (level of education, place in the curriculum, number of academic hours, place of teaching, equipment).

We suggest that the optimal model for a distance learning phonology course can be a) a refresher course for teachers or b) a short introductory course for adults. The course should include webinars and on-line sessions containing both theoretical and training material, supplemented by internet resources, using traditional and innovative teaching techniques. The approximate duration of the phonetic course is 30 academic hours.

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ПРЕПОДАВАНИЕ ПРАКТИЧЕСКОЙ ФОНЕТИКИ ОНЛАЙН: ПЛЮСЫ И МИНУСЫ

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Аннотация. В нашу цифровую эпоху необходимость развития дистанционных (онлайн-овых) учебных курсов в Российской Федерации, как и во всем мире, рассматривается уже не как вызов, а как практическая необходимость. Как государственные образовательные учреждения, так и компании частного сектора участвуют в разработке соответствующих программ, отвечающих спросу на рынке. Произношение — это та область, которая чаще всего остается вне поля зрения авторов учебников и образовательных программ. Тем не менее, культура произношения говорящего является первым сигналом, который влияет на восприятие слушателем самого высказывания и личности говорящего, сознательно или подсознательно. В последних проектах Совета Европы, содержащих подробные дескрипторы для оценки фонетических навыков, фонетико-фонологические умения измеряются с точки зрения разборчивости речи говорящего, то есть с точки зрения того, сколько усилий должен приложить собеседник, чтобы понять говорящего. Собеседник при этом не обязательно должен быть носителем языка. Это разрушает идею носителя языка как эталона произношения и традиционных фонетических стандартов. Роль учителя усложняется, потому что он /она должны определять уровень разборчивости речи ученика по собственным внутренним критериям. В этом отношении цифровые технологии могут спасти ситуацию, предоставляя речевые модели с приемлемым диапазоном вариативности. В статье рассматриваются возможности дистанционного изучения фонологии иностранных языков. Учитываются следующие методологические факторы: фокус-группы, содержание обучения, формат, средства, технологии, методы и приемы обучения, продолжительность учебных занятий. Представлены онлайн-ресурсы для обучения фонетическому восприятию и продуцированию английского языка как на сегментном, так и на суперсегментном уровнях. Характеристики каждого ресурса обсуждаются в кратком обзоре. Определены предпочтительные варианты работы. Этот

материал может быть полезен учителям средней школы или языковых школ дополнительного образования, планирующим дистанционные занятия с коррекционным типом фонетического обучения, а также методистам вузов, разрабатывающим академические курсы фонетики и фонологии для студентов, аспирантов, будущих учителей, а также курсы повышения квалификации действующих учителей.

Ключевые слова: *культура говорения, дистанционное обучение, произношение, фонология, методика преподавания, интернет-ресурсы, иностранные языки, фонологический контроль, фокус-группа, восприятие речи, производство речи.*

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РОЛЬ И УСЛОВИЯ ЭФФЕКТИВНОСТИ МЕЖКУЛЬТУРНОЙ ОНЛАЙН-КОММУНИКАЦИИ КАК ВАЖНОГО СРЕДСТВА ПОВЫШЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Статья посвящена вопросу организации опыта межкультурного общения с помощью информационно-коммуникационного пространства сети Интернет. Актуальность исследования обусловлена сложившимся в практике обучения иностранному языку противоречием между необходимостью применения умений межкультурного общения в реальных условиях и отсутствием иноязычной среды. Цель настоящего исследования – выявить условия для успешной организации международных онлайн-проектов и определить роль межкультурной коммуникации с носителями языка в повышении мотивации к изучению английского языка студентов российских вузов. Представлен опыт проведения академического проекта в рамках программы международных виртуальных проектно-ориентированных обменов Experiential Digital Global Engagement (далее EDGE). Эмпирическим материалом исследования послужили данные онлайн-анкетирования, проведенного по окончании проекта. Полученная информация обрабатывалась с помощью комплекса качественных и количественных

методов анализа, в частности контент-анализа и описательных статистик. Сравнительный анализ данных выявил положительную корреляцию между мотивацией студентов и возможностями применить умения иноязычного общения в реальной межкультурной коммуникации с носителями языка. Проведенное исследование показало, что необходимыми условиями успешности межкультурной онлайн-коммуникации являются участие носителей языка, высокая степень вовлеченности студентов, взаимодействие всех участников проекта, соответствие тематики проекта потенциальным интересам участников, владение студентами иностранным языком на коммуникативно-достаточном уровне, преодоление стереотипного мышления, положительные эмоции, грамотный выбор цифровых инструментов, платформ и сервисов. Данные параметры, а также представленные в исследовании теоретико-методологические и прикладные аспекты, могут быть использованы при формировании языковой межкультурной среды в различных видах цифровой коммуникации.

Ключевые слова: межкультурная коммуникация, онлайн-коммуникация, мотивация, изучение иностранного языка, английский язык, онлайн-проект, цифровая среда, коммуникация с носителями языка, межкультурная профессиональная коммуникативная компетенция, групповая работа.

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Введение

Актуальность исследуемой проблемы обосновывается тем, что в современной действительности есть необходимость осваивать иностранный язык как средство реального общения между представителями различных культур. Это требует интеграции культурного компонента в преподавание английского языка как иностранного, поскольку развитие умений межкультурной коммуникативной компетенции невозможно без непосредственного опыта межкультурной коммуникации. Сложности, связанные с привлечением к учебному процессу носителей языка, в 21м веке возможно решить, активно используя широкий потенциал цифровой среды и инструментов. Организация плодотворной межкультурной онлайн-

коммуникации позволяет повысить мотивацию студентов к изучению английского языка посредством создания условий для применения изучаемого языка как инструмента решения конкретных коммуникативных задач.

Цель настоящего исследования – выявить условия эффективности и успешной организации межкультурных онлайн-проектов. Для этого необходимо найти ответы на следующие вопросы:

1) Какова роль межкультурной коммуникации с носителями языка в повышении мотивации к изучению английского языка студентов российских вузов?

2) Каковы условия эффективности и успешной организации межкультурной коммуникации в цифровой среде?

Формирование межкультурной коммуникативной компетенции

В эпоху глобализации перед вузами была поставлена новая важная задача – подготовить выпускников, обладающих межкультурной коммуникативной компетенцией, способствующей эффективному взаимодействию в мировом сообществе, успешному трудоустройству, повышению производительности, личностному развитию и выстраиванию гармоничных отношений с представителями других культур (Byram, 1997; Deardoff, 2009; Fantini, 2000; Lázár, Huber-Kriegler, Lussier, Matei, Peck, 2007; Samovar, Porter, McDaniel, 2012). В нынешних условиях английский – это язык международного общения, лингва франка, используемый как средство коммуникации в мультикультурном контексте (Tavakoli, Shirinbakhsh, Rezazadeh, 2012). Следовательно, обучение английскому языку должно включать ознакомление студентов с особенностями своей собственной культуры и культурными различиями в поведении представителей других народов, которые необходимо учитывать и уважать.

Исследователи по-разному подходят к определению межкультурной коммуникативной компетенции (Bennett, Bennett, 2004; Byram, 1997; Fantini, 2001; Sinicropo, Norris, Watanabe, 2007). В целом, это умение эффективно и правильно взаимодействовать с представителями различных культур на иностранном языке, благодаря правильному отношению к ситуации, наличию необходимых знаний и навыков, а также лингвистической, социолингвистической и дискурсивной компетентностям. Все это способствует успешной интеграции в многокультурное общество.

Согласно М. Байраму (1997), межкультурная компетенция включает в себя способность связать чужую культуру со своей, понять ее и выработать уважительное отношение; любознательность и открытость другим культурам; способность критически оценивать особенности и продукты своей и чужой культур; понимание социальных практик и продуктов как собственной культуры, так и культуры изучаемого языка; умение использовать знания о культуре в аутентичных ситуациях.

Характерно, что владение лишь формой иностранного языка не приводит к полноценному развитию компетентности (Krasner 1999). Помимо всего прочего студенты должны понимать культурный контекст и социальные аспекты осваиваемого языка (NSFLEP 1996: 27). Для этого необходимо создавать возможности для преподавателей и студентов изучать и анализировать как культуру носителей языка, так и культуру своей страны. Обучающиеся, которые никогда не выезжали за пределы своей страны и не встречали англоговорящих людей, могут задаваться вопросом о том, для чего нужно изучать культуру. В современном мире, где преобладают тесные связи в различных сферах деятельности, важно быть подготовленным к полноценному участию в жизни глобального сообщества. Культура во многом обуславливает поведение людей, отличающихся друг от друга и

представляющих собой уникальных индивидов. В связи с этим крайне важно научить преодолевать стереотипы и уходить от обобщения, выделяя индивидуальные различия.

Одним из действенных способов интеграции культурного компонента в преподавание иностранного языка является привлечение носителей языка к проведению занятий для обсуждения конкретных вопросов. Для студентов такие информанты служат источником подтверждения или опровержения сложившегося представления, полученного впечатления или прочитанной информации в учебнике. Предполагается, что тематика подобных занятий известна заранее, поэтому у участников готовы вопросы, касающиеся самых разных культурных аспектов и позволяющие не только получить аутентичные данные от носителя языка, но и рассказать о своей культуре. В идеале информантов должно быть несколько, поскольку это позволяет ознакомиться с точками зрения представителей различных социальных слоев, этнических групп и полов. Предпочтительно, чтобы участники процесса понимали разницу между своим личным опытом и культурными явлениями в целом. Безусловно, найти носителей языка для проведения занятий не всегда возможно, поэтому роль Интернета и возможность организации дистанционных форм взаимодействия между студентами и англоговорящими людьми сложно переоценить (Frank, 2013: 8).

Коммуникация в цифровой среде

Проблематика коммуникации в цифровой среде активно исследуется отечественными и зарубежными учеными. В научных работах, посвященных виртуальной коммуникации, рассматриваются вопросы структуры, особенностей и характеристик онлайн-общения (Бергельсон, 2002; Sarkisov, 2021), в том числе психологические (Шабшин, 2005; Шевченко, 1997), изучается специфика речевого и неречевого поведения коммуникантов,

поднимается вопрос о готовности студентов и преподавателей к общению в виртуальной образовательной среде (Полевая, 2021; Черкасова, 2021). С позиции профессиональной лингводидактики исследуются вопросы формирования межкультурной профессиональной коммуникативной компетенции и совершенствования навыка критического мышления в виртуальной среде (Muratova, 2021), повышения мотивации к обучению с помощью онлайн-коммуникации (Федорова, 2018). Установлены условия эффективности онлайн-коммуникации при выполнении групповой работы (Зотов, 2019). Межкультурная коммуникация в цифровом пространстве рассматривается в работах, например, Т.А. Голиковой, А.М. Гуреевой, В.Д. Кудриной (Голикова, 2018; 2019; Гуреева, 2022; Кудрина, 2022), а также в исследованиях, направленных на изучение применения цифровых инструментов для организации межкультурного взаимодействия (Матияшина, 2020; Uzun, 2014).

С уверенностью можно утверждать, что в современном мире одним из наиболее доступных и эффективных средств создания среды для иноязычной межкультурной коммуникации является глобальное информационно-коммуникационное пространство сети Интернет, которое позволяет максимально приблизить коммуникативную среду к реальной ситуации иноязычного общения и создать условия для взаимодействия языков и культур. Многие исследователи отмечают, что компьютерно-опосредованное общение характеризуется рядом особенностей, оказывающих влияние на многие аспекты межличностного и межкультурного взаимодействия (Жичкина, 2001; Шевченко, 1997; Шабшин, 2005). Прежде всего, это психологическое освобождение от подлинной самопрезентации и физическая непредставленность друг другу (анонимность). Они дают возможность для конструирования

альтернативных самопрезентаций и нейтрализуют ряд существующих в общении барьеров, обусловленных полом, возрастом и прочими факторами (Шабшин, 2005: 165). Другими особенностями виртуальной коммуникации, по М. Бергельсону, являются дистантность, опосредованность, глобальный межкультурный характер, интерактивность, маргинализация и карнавализация коммуникационных процессов (Бергельсон, 2002).

Онлайн-общение позволяет снизить психологический и социальный риски в процессе взаимодействия, что проявляется в большей свободе высказываний и уменьшении психологического барьера. Кроме того, новые информационные технологии меняют принципы обмена сообщениями, порождают коммуникативные формы культуры, основанные на технологиях виртуальной реальности и интерактивности, расширяются взаимосвязи между различными государствами, нациями и их культурами (Целепидис, 2009: 30). Специфика цифровой среды обуславливает особенности межкультурной коммуникации, происходящей в ней. Исследование Целепидис Н.В. выявило следующие характеристики межкультурной коммуникации в сети Интернет: коммуникативность, представленная прямой и многопользовательской коммуникациями, интерактивность, информативность и удобство, своевременность, позволяющая преодолеть разрыв между межкультурными группами и обмениваться информацией в режиме реального времени, полиязычность (Целепидис, 2009: 30).

Таким образом, цифровая среда обеспечивает новые возможности для межличностного взаимодействия и межкультурной коммуникации, предоставляет нетрадиционные перспективы для сотрудничества, а также создает условия для формирования межкультурного пространства. Применение цифровых средств коммуникации для организации межкультурного общения помогает преодолеть временные и

пространственные ограничения и способствует взаимодействию между коммуникантами. В аспекте виртуальной коллаборации и групповых форм сотрудничества применение цифровых сервисов и инструментов направлено не только на создание, использование и совместное редактирование информационного контента, но и позволяют преподавателю управлять данными и взаимодействием путем организации синхронных и асинхронных мероприятий, получать данные для анализа и корректировки хода совместной работы. Организация межкультурной онлайн-коммуникации играет ключевую роль в повышении и поддержании мотивации студентов к развитию межкультурной компетенции и коммуникативных иноязычных умений.

Мотивация при онлайн-обучении иностранным языкам

Мотивация играет ключевую роль в освоении иностранного языка. Л. Ламсден (Lumsden, 1994) определила мотивацию как желание обучающегося заняться процессом изучения языка. Известная теория самодетерминации разделяет мотивацию на внутреннюю и внешнюю, при этом внутренняя мотивация является более сильным фактором, влияющим на успешность изучения языка, так как ассоциируется с получением удовольствия от учебного процесса (Deci, Ryan, 1985). Исследователь З. Дорней (Dörnyei, 2015) подчеркивает, что отсутствие мотивации не приведет к успеху в изучении языка даже при наличии самых выдающихся академических способностей у обучающегося; и наоборот, сильная мотивация способна компенсировать недостаток таких способностей. В другой своей работе З. Дорней (Dörnyei, 2020) рекомендует при создании учебного курса ставить целью поддержание интереса студентов вне зависимости от того, разработан этот курс в традиционном очном или онлайн-формате.

Повсеместный переход на онлайн-обучение обострил вопрос о мотивации студентов. В таких условиях студентам довольно трудно работать самостоятельно, так как для сохранения высокого уровня мотивации при учебе в онлайн-формате требуются хорошо сформированные навыки самодисциплины и самоорганизации (Oliver, Kellogg, Patel, 2012). Некоторые исследования показывают, что правильное использование мобильных технологий в синхронном онлайн-обучении способно улучшить процесс изучения языка (Huffman, 2010). Освоение иностранного языка в формате онлайн само по себе может воздействовать на повышение мотивации студентов и максимизировать понимание содержания (Campbell, Sarac, 2018).

Также имеет значение выбор средств для изучения иностранного языка онлайн. Использование видеоконференцсвязи оказывает положительное влияние на формирование языковых навыков и длительность высказывания (Kato, Spring, Mori, 2016). Такие инструменты как Zoom обеспечивают хорошую возможность для коммуникации, предоставляя, например, сессионные залы, в которых студенты практикуют свои коммуникативные навыки (Bailey, Almusharraf, Hatcher, 2021). Помимо этого, было выявлено, что именно синхронные онлайн-занятия позволяют обучающимся участвовать в устной коммуникации с преподавателями и сокурсниками, что способствует увеличению объема производимого текста (Hopkins, 2010). Еще одним значимым фактором для повышения мотивации является использование аутентичного контекста (Payne, 2020).

Материалы исследования

Для развития межкультурной и страноведческой компетенции, повышения уровня внутренней мотивации к изучению английского языка, выработки умений презентации, аудирования, а также устной, письменной и

публичной речи с 21 февраля по 21 апреля 2022 г. был проведен международный онлайн-проект в рамках программы международных виртуальных проектно-ориентированных обменов EDGE, направленной на предоставление студентам всего мира доступа к образованию (<https://global.psu.edu/EDGE>). Всего в данном проекте приняли участие 38 студентов из 9 вузов РФ и 35 студентов из 1 вуза США.

Участникам предлагались синхронные и асинхронные формы работы, организованные с помощью программы для проведения видеоконференций Zoom и онлайн-доски Padlet. Конечным продуктом стало подготовленное высказывание в формате Elevator Pitch, произнося которое международные партнеры по команде должны были убедительно представить друг друга в моделируемой ситуации, имитирующей собеседование с потенциальным работодателем. Более подробно с описанием реализованного проекта можно ознакомиться в работе Агафоновой Л.И., Аюшеевой М.Г., Маякиной М.А., Приваловой Ю.В., Яхиной Р.Р. и Пеньковской И.И. (Агафонова, Аюшеева, Маякина, Привалова, Яхина, Пеньковская, 2022).

Материалом данного исследования послужили результаты анкетирования, проведенного по окончании проекта с помощью онлайн-сервиса Google Forms. Российским участникам было предложено ответить на 13 вопросов открытого типа, разработанных координатором программы EDGE и направленных на саморефлексию и анализ результатов проекта, использованных онлайн-инструментов (интерактивная доска Padlet, система видеоконференцсвязи Zoom), а также опыта межкультурной коммуникации с американскими студентами. Все вопросы, за исключением тех, которые устанавливают демографические данные (имя, вуз), можно разделить на две группы: относящиеся к различным аспектам межкультурной коммуникации (например, «Какие культурные сходства и различия Вы заметили?», «Какие

различия в поведении, отношениях друг с другом или традициях (американских студентов) Вы заметили?», «Что Вас больше всего удивило при общении с представителями другой культуры?», «Как этот опыт изменил Ваше понимание того, что значит быть гражданином мира?») и связанные с организацией онлайн-проекта (например, «Что Вы думаете о синхронных занятиях?», «Какое впечатление на Вас произвело знакомство с другими участниками на Padlet?», «Какие изменения Вы внесли бы в работу проекта?»). Результаты анкетирования, проведенного среди американских участников, в данной работе не представлены; их детальное описание приводится в статье Маякиной М.А., Приваловой Ю.В. и Фахретдиновой Г.Н. (2022).

Участники исследования

Участие российских студентов 1-2 курсов бакалавриата и специалитета неязыковых направлений подготовки в возрасте от 18 до 20 лет было организовано на добровольной основе. Это дало возможность обеспечить максимальную эффективность проекта. Уровень владения английским языком у всех участников из РФ соответствовал B1-B2 (по шкале CEFR), что позволило им свободно осуществлять коммуникацию с иностранными студентами в рамках данного проекта. Участников женского пола (22 человека) было примерно на 20% больше, чем мужского (16 человек). Общее количество респондентов составило 38, то есть опрос прошли 100% российских участников.

Критерии отбора для участия в международных межвузовских онлайн-проектах и процедура проведения отбора подробно освещены в работе Маякиной М.А. (Маякина, 2022).

Методы исследования

В основу исследования было положено методическое моделирование речевого иноязычного взаимодействия в условиях цифровой коммуникативной среды с использованием профессионально-ориентированного, деятельностного и проблемно-ориентированного подходов. В ходе проведения исследования применялся метод онлайн-анкетирования, статистические методы обработки полученных данных (сводка и группировка), а также контент-анализ.

Результаты

В задачи анкетирования входило выявление особенностей отношения российских студентов к взаимодействию с носителями английского языка и к предложенным форматам онлайн-коммуникации, положительных и отрицательных факторов полученного опыта межкультурного общения, а также степени их удовлетворенности работой в проекте. Согласно результатам опроса, 95% респондентов довольны своим опытом участия в межкультурном англоязычном онлайн-проекте. При этом возможность реального общения с носителями языка послужила одним из ключевых мотивационных факторов.

Отвечая на вопрос о том, что студентам особенно понравилось, 42% участников отметили возможность межкультурного общения, знакомства с людьми, живущими в другой стране, а также развития коммуникативных умений. Для 37% опрошенных было важно практическое применение полученных знаний и сформированных в ходе проекта навыков и умений. Характерно, что 16% обучающихся впервые принимали участие в международном проекте подобного рода. 18% отметили, что перед ними открылись новые возможности, например, увидеть, насколько могут отличаться интересы у представителей разных культур, свободно

пообщаться на увлекательные для всех темы, узнать больше о жизни друг друга, найти новых друзей и получить опыт общения с носителями языка. 16% респондентов заявили о том, что в современном мире, несмотря на геополитические границы, часовые пояса и определенные технические сложности, возможна организация работы в международной команде, высокой производительности, опыта свободного межкультурного общения и сотрудничества.

Несколько вопросов в анкете были связаны с культурными различиями между американскими и российскими участниками и их влиянием на развитие взаимоотношений. При ответе на вопросы о различиях и сходствах в поведении, отношениях друг с другом и традициях 50% участников сообщили, что не заметили особых отличий.

Тем не менее некоторые студенты отметили, что «американцы всегда начинают свою речь с благодарности за ваше время и внимание», «американские сверстники кажутся более инициативными (например, именно они обычно инициируют начало дискуссий)» и «более организованными», «в большей степени открыты к сотрудничеству и приспособлены к работе в группах, [...] они продемонстрировали блестящие административные навыки». Российские студенты также обозначили большую зависимость подростков и молодежи в нашей стране от семьи и родителей. 8% подчеркнули открытость, улыбчивость и дружелюбность студентов-носителей языка.

Среди отличий были выделены традиции проведения праздников и пища. Участники обозначили несуществующие в российской культуре концепции скаутского движения и «дерева чудес». Вместе с тем респонденты признались, что многие межкультурные различия в обычаях им известны по зарубежным фильмам и сериалам. Интересно отметить, что 1

студент назвал американских участников более ответственными, прокомментировав, что «россияне склонны выполнять всю работу в последний момент и вообще чаще избегают ответственности, чем американцы». 1 опрошенный, наоборот, с удивлением заметил, что студенты из вузов РФ более ответственно отнеслись к работе над проектом, поторапливали американских студентов, в то время как последние утверждали, что времени еще более, чем достаточно.

С другой стороны, 47% анкетированных отметили, что представители обеих стран во многом схожи, обозначая такие факторы как возраст, отношение к учебе и особенности менталитета. 21% опрошенных выделили ответственный подход к выполнению заданий с обеих сторон, готовность искать компромиссы и помогать друг другу в команде, внимание к деталям, пунктуальность и стремление своевременно выполнить задания. При этом 8% в качестве сходства отметили лень и склонность к прокрастинации как российских, так и американских студентов. 24% респондентов выразили удивление тем, что студенты из обеих стран настолько похожи.

Важными аспектами, определяющими успешность организации межкультурного общения в цифровой среде, являются возможности, преимущества и недостатки использованных цифровых инструментов. Участникам проекта было предложено оценить средство для налаживания совместной работы, интерактивную доску Padlet. 79% респондентов отметили удобство применения платформы для обеспечения взаимодействия между участниками команд и простоту использования цифрового инструмента. Среди его функциональных преимуществ было выделено удобство организации работы команд и распределения задач. Среди прочих достоинств онлайн-доски студенты отметили наличие понятного интерфейса, удобство получения обратной связи, а также

размещения и поиска информации, понятность структуры, возможность быстрого обмена информацией с другими участниками проекта, разнообразие предлагаемых шаблонов и дизайнерских решений. 11% признались, что вначале было непривычно, либо непонятно, как работает платформа, что вызывало определенные сложности. Тем не менее пользователям быстро удалось к ней привыкнуть и разобраться с особенностями. 5% выделили неудобство, связанное с прокруткой страницы в случае наличия большого объема информации, и ограниченный объем загружаемых видеофайлов.

При ответе на вопрос «Если бы у Вас была возможность снова начать проект, что бы Вы изменили для повышения степени полезности опыта участия в проекте?» 21% участников посчитали проект успешным и обозначили идеально спланированное время и отлично подготовленные выступления членов своей команды. 29% респондентов хотели бы еще больше времени посвятить общению с носителями языка; 16% уделили бы больше внимания коммуникации с приглашенными экспертами, чтобы задать дополнительные вопросы и получить от них обратную связь. 11% опрошенных хотели бы иметь возможность общаться с американскими партнерами не только на темы, связанные с проектом, либо продолжили бы развивать направление проекта в будущем. 8% сообщили о нехватке времени во время работы. Еще 8% российских студентов посчитали, что не использовали ценную возможность в полную меру по причине наличия языкового барьера, особенностей характера, а также совпадения графиков основной учебы или работы и проекта. Остальные участники также добавили бы больше вариантов для взаимодействия с представителями других команд и нетворкинга, устранили проблемы с Интернет-соединением и

усовершенствовали конечный продукт (видео-самопрезентацию и Elevator Pitch).

Делясь впечатлениями об участии в проекте, среди положительных сторон 15% студентов отметили улучшение языковых навыков. 18% человек упомянули совершенствование навыков межкультурной коммуникации. 15% респондентов подчеркнули, что им было полезно посмотреть видео американских студентов, размещенных на интерактивной доске Padlet, и подготовить видеоролики о себе. 13% увидели в этом возможность найти общие интересы с американскими партнерами, что помогло наладить дальнейшее общение с ними. 7% российских участников отметили пользу общения с экспертами во время синхронных встреч, поскольку была возможность задать интересующие вопросы, услышать мотивирующие истории и получить профессиональные советы.

Анкетированным было предложено определить те параметры проекта, которые можно было бы усовершенствовать. 11% посчитали, что структура проекта не требует улучшений или изменений. Среди поступивших предложений можно выделить следующие: добавить больше заданий во время синхронных мероприятий и увеличить количество синхронных сессий; предоставить больше возможностей для общения с экспертами; предложить студентам конкретные платформы для коммуникации внутри команд; дать возможность общаться с участниками из других рабочих групп; организовать больше возможностей для коммуникации внутри рабочей группы; отвести больше времени на проект; наоборот, сократить продолжительность проекта; добавить субтитры; разделить студентов по интересам для более успешной коммуникации; организовать личное общение участников. 21% не дали рекомендации. Респонденты указали на необходимость приведения примеров подобных работ, выполненных другими студентами. Опрошенные

также предлагали проводить предварительные занятия по языку с будущими участниками проекта, объяснить им важность проекта в целом.

Были внесены предложения по процедуре проведения проекта. Положительным моментом оказалась организация знакомства российских и американских студентов в формате видеороликов, в которых они вкратце рассказывали о себе, своей семье и увлечениях. 7% отметили, что это позволило им начать общение. Также участники просили обеспечить возможность проводить больше времени вместе онлайн, обсуждать не только темы, относящиеся к сути проекта, выбрать единую платформу для коммуникации и получить обратную связь от экспертов. 5% пожелали иметь дополнительные возможности общения во время сессий в Zoom, организации встреч, проведения большего количества времени в сессионных залах с целью более плодотворного взаимодействия друг с другом. Еще 13% студентов пожаловались на недостаточную продолжительность общения с экспертами и между собой. 18% высказали пожелание увеличить объем групповой работы, так как это способствовало бы улучшению коммуникации между представителями разных стран.

Респонденты также обозначили личностные качества, необходимые для успешного участия в проекте, а именно желание осваивать новые навыки и расширять границы своего мировоззрения, пунктуальность, а также регулярное получение ответов на вопросы и запросы других членов команды. С технической точки зрения, требуется стабильное Интернет-соединение. 2% студентов предпочли бы общаться при помощи мессенджеров, а не в Zoom.

Обсуждение

Анализ полученных результатов позволил выявить ряд условий организации межкультурных онлайн-мероприятий на иностранном языке,

обуславливающих их эффективность и успешность. Было установлено, что ключевым фактором, определяющим речемыслительную активность студентов и их готовность к межкультурному общению, является возможность взаимодействия с носителями языка и применения языковых умений и навыков в ситуациях реального общения. Данные выводы находят подтверждение и в работах других исследователей, утверждающих, что занятия с носителями языка позволяют преодолеть психологический барьер и составить свое мнение об изучаемой культуре (Ганина, Дубинина, Каруана, 2020).

Важным параметром также является обеспечение высокой степени вовлеченности студентов в процесс межкультурной коммуникации с носителями языка. Полученные нами данные согласуются с мнением Федоровой О.В., которая установила, что главная мотивирующая составляющая онлайн-обучения – это коммуникация между всеми участниками процесса, значимость выполняемых действий и ответственность за полученные результаты (Федорова, 2018).

К. Хенри, Л. Халверсон и Ч. Грэм (Henrie, Halverson, Graham, 2015) представляют три измерения степени вовлеченности студентов в образовательную деятельность: 1) когнитивное, фокусирующееся на ненаблюдаемом поведении, самопознании и метакогнитивном поведении; 2) эмоциональное, включающее в себя чувства и социальные связи с преподавателем и другими студентами; 3) поведенческое, измеряющее наблюдаемые действия, такие как посещаемость, активное участие и решение задач. Эти аспекты находят отражение в тех рекомендациях, которые опрашиваемые дали в качестве «точек роста», отметив необходимость взаимодействия не только внутри команд, но и между командами, наличие психологической готовности всех участников к

познанию и расширению границ своего мировоззрения, а также ответственное отношение к выполнению заданий.

Важно отметить, что для американских студентов участие в данном проекте проходило в рамках учебного курса; по итогам его прохождения они получали оценку. Для российских же студентов это было дополнительной внеаудиторной учебной деятельностью, которой они занимались добровольно и не получали формальных оценок. Кроме того, из-за разницы по времени некоторым российским участникам приходилось учиться в очень позднее время. Тем не менее, все они прошли данный курс до конца, выполнив все требуемые промежуточные и итоговые задания. Данные факты могут свидетельствовать о высокой степени вовлеченности и высоком уровне мотивации российских студентов.

В ходе осуществления межкультурной коммуникации с носителями языка участникам проекта из РФ удалось не только расширить кругозор и узнать много нового об американских сверстниках, но и глубже познать свою собственную культуру, обратив внимание на особенности своего национального менталитета, сформированного в иных условиях и при других исторических, географических и социально-экономических обстоятельствах. Преодоление стереотипного мышления, переживание положительной эмоции удивления, зарождение любопытства и рост заинтересованности определяют позитивную роль межкультурной коммуникации с носителями языка в повышении мотивации к изучению иностранного языка. В рамках проведенного исследования положительный эффект выразился в формировании самооценки со знаком «плюс» участников межкультурного проекта в целом. Среди качеств, характеризующих российских и американских студентов, назывались открытость, целеустремленность,

бесстрашие, креативность, решительность, вежливость, надежность, дисциплинированность, дружелюбие и прочие.

Говоря об условиях успешной организации межкультурной коммуникации в цифровой среде, следует отметить, что роль преподавателя является основополагающей в стимулировании вовлечения в межнациональное общение на онлайн-платформах. Помимо этого, обучающимся важна поддержка других студентов и понимание того, что осваиваемый курс является средством достижения определенной цели. Это дает нам основание выделить такое условие успешности межкультурного проекта как обеспечение взаимодействия всех участников, реализуемое с помощью командных форматов работы как в синхронном, так и в асинхронном режимах.

Учет потенциальных интересов студентов также оказывает влияние на их включенность в обсуждение и коммуникативную вовлеченность в цифровой среде. В современной образовательной системе роль студентов в учебном процессе становится более активной. Студентоцентрированное обучение позволяет развивать не только компетенции по их образовательным программам, но и личностные качества, мягкие навыки. Выполнение достижимых задач, максимально приближенных к реалистичным условиям, способствует формированию коммуникативной компетенции, повышению уверенности в себе и удовлетворенности от обучения (Космачева, Коровушкина, 2011).

Результаты анкетирования подтвердили необходимость владения студентами иностранным языком на коммуникативно-достаточном уровне. Поскольку языковой барьер определяется психологической установкой человека, основанной на низкой самооценке своих знаний и препятствующей участию в коммуникативных актах на иностранном языке

(Кожемякина, Колесник, Крючкова, 2006), владение языком на уровне выше A2 (по шкале CEFR) снижает риск коммуникативного барьера и повышает степень вовлеченности студентов в иноязычное общение. Таким образом, для успешной организации межкультурной коммуникации в цифровой среде преподавателю следует учитывать этот фактор и, согласно полученным данным, позаботиться о проведении дополнительных языковых занятий. В ходе предварительных встреч стоит сделать особый акцент на целях и задачах проекта, разборе типичных ошибок, обязанностях участников, культурных различиях и важности проекта для развития языковых, профессиональных и универсальных навыков.

Помимо указанных условий для онлайн-коммуникации немаловажное значение имеют организационные условия, связанные с грамотным выбором цифровых платформ, сервисов и инструментов, обеспечивающих как информационную поддержку, так и комфортную коммуникативную площадку для межкультурного взаимодействия. Данное исследование показало высокий потенциал интерактивной доски Padlet как средства организации совместной работы, рефлексии, мозговых штурмов, сбора информации, обсуждения различных вопросов и т.д.

Заключение

В данном исследовании рассмотрен вопрос о ключевой роли межкультурной коммуникации с носителями языка как средства повышения мотивации к изучению английского языка студентами российских вузов и условиях ее эффективности и успешной организации в цифровой среде. Представлены результаты онлайн-анкетирования (38 респондентов), проведенного по окончании международного проекта EDGE. Возможность практического применения навыков и умений, преодоление психологического барьера, высокая степень вовлеченности в

познавательный процесс, преодоление стереотипного мышления, расширение кругозора, положительные эмоциональные реакции в ходе получения опыта межкультурного взаимодействия с носителями языка способствуют росту заинтересованности и стимулированию желания дальнейшего совершенствования межкультурной компетенции.

Данные исследования послужили также основой выделения условий успешности международных проектов в цифровой среде. Помимо возможности активного общения с носителями языка повышению мотивации к изучению иностранного языка способствует обеспечение взаимодействия всех участников онлайн, соответствие тематики проекта потенциальным интересам студентов, владение обучающимися иностранным языком на коммуникативно-достаточном уровне, организация предварительной подготовки студентов к эффективному участию в онлайн-проекте, продуманный подбор комфортных платформ и инструментов для правильной организации межкультурного взаимодействия.

В целом, представленные в исследовании теоретико-методологические и прикладные аспекты условий успешности организации развития межкультурной компетенции студентов посредством онлайн-инструментов могут быть использованы при формировании языковой межкультурной среды в различных форматах цифровой коммуникации.

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THE ROLE AND CONDITIONS FOR THE EFFECTIVENESS OF INTERCULTURAL ONLINE COMMUNICATION AS AN IMPORTANT WAY TO RAISE MOTIVATION FOR LEARNING A FOREIGN LANGUAGE

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Abstract. The paper is devoted to organizing intercultural communication experiences via the Internet. The study is relevant due to the contradiction in teaching a foreign language between the need to use intercultural communication skills in natural conditions and the lack of a language environment. This study aims to identify the requirements for organizing intercultural online projects effectively and to determine the role of intercultural communication with native speakers in increasing the motivation for learning English among students of Russian universities. The experience of an academic project conducted within the framework of the international virtual project-oriented exchanges program Experiential Digital Global Engagement (hereinafter EDGE) is presented. The empirical materials of the study included the data from an online survey conducted during the final stage of the project. The information obtained was processed using qualitative and quantitative methods, including descriptive statistics and content analysis. A comparative study of the data revealed a positive correlation between students' motivation and the ability to apply foreign language communication skills in genuine intercultural communication with native speakers. The research results showed that the necessary conditions for the success of intercultural online communication are the participation of native speakers, a high degree of student involvement, the interaction of all project participants, the correspondence of the project topic to the potential interests of the participants, students' knowledge of a foreign language at a communicatively sufficient level, overcoming stereotypical thinking, positive emotions, and a competent choice of digital tools, platforms and services. These parameters, as well as the theoretical, methodological and applied aspects presented in the study, can be used in forming a linguistic, intercultural environment in various types of digital communication.

Keywords: intercultural communication, online communication, motivation, learning a foreign language, EFL, online project, digital environment, communication with native speakers, intercultural professional communicative competence, group work.

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VISUALIZATION OF LINGUISTIC MATERIAL AS PART OF THE PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF LANGUAGE TEACHERS

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Abstract. Visualization is a powerful tool that can be used in foreign language classroom. According to the foreign language education practice and traditions in Russia, the principle of visibility has always been one of the fundamental principles of teaching. The use of visibility is appropriate for all stages of training, and the scope of its application is constantly expanding. It can act as an intermediary for explaining new material or its presenting in a compact and easy-to-perceive way. Specialists as well as foreign language teachers agree on the benefits of visuals to affect learners on a cognitive level and stimulate imagination, therefore, enabling users to process the information faster and retain it better. In the present paper the main studies in the field of visualization and picture superiority effect in pedagogy, psychology and methodology of teaching foreign languages are observed, for instance, the works of J. Piaget, L. Standing, R. Meyer, E. Makarova. It is highlighted that the use of visual aids in foreign language teaching is extremely important, however it still remains unclear what skills should a teacher possess in order to visualize material efficiently, and how to develop these skills within the framework of the foreign language teacher professional and communicative competence. Thus, an attempt is made to distinguish the key skills of visualization of language material according to the updated version of the Common European Framework of Reference for Languages (CEFR) in 2018. Finally, the experience of an experimental work (workshops) is presented. The workshops were attended by 3rd year Bachelor students and 1st year Master students of the Faculty of Foreign Languages and Area Studies at Moscow State University. During each workshop session the main qualities of an efficient multimedia educational presentation were shown and various interactive activities were done. After each session students had to make their own presentations that were assessed according to the criteria given in the table in present paper. Finally, the effectiveness of an experimental work is evaluated and prospects for future research are given.

Keywords: CEFR, competence approach, ICT competence, mediative skills, methods of teaching a foreign language, linguodidactics, visualization, visual aids in teaching, multimedia presentation, professional and communicative competence of a teacher.

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Introduction

Recently, the world is constantly being "visualized": the volume of transmitted information is growing, and, consequently, the ways of its transmission are also changing. The era of mass visual culture leaves its mark on the teaching of foreign languages. So, a good teacher of foreign languages should be able to visualize and communicate educational information for its effective perception by students.

The relevance of the given article is due to the significant spread of the use of visual means in foreign language classes. The use of visualization and, in particular, multimedia presentation in the classroom is formulated as a requirement for the teacher in the framework of general education. At the same time, there is some unsystematic use of them in the learning process, which may be due to insufficient formation of visualization skills among teachers of a foreign language.

Multimedia presentation is a learning tool that allows to combine visual and textual components in a form convenient for visual perception, as well as combine with other learning tools: audio, video, gamification, interactive exercises. According to the Cambridge TKT glossary of English language teaching (ELT) visual aid is defined as «a picture, a diagram or anything else the learners can look at which can help teachers illustrate form or meaning». Multimedia PowerPoint presentation or its analogues (Google Slides, Keynote, Prezi, Aha Slides, Canva etc.) are one of the most commonly used visual aids. If we consider whiteboards, they can also be helpful in order to explain a sequence of ideas or a complex

terminology. Handouts are useful for providing information which is too detailed for a slide.

The need to use visual means in teaching foreign languages has been proved in various studies so far. John Amos Comenius also wrote about the so-called «golden rule of didactics», postulating the importance of influencing different sensory organs in learning: "The beginning of cognition is in sensations, and there is nothing in the mind that would not have been in sensations before". Therefore, in the learning process all sensory organs of the pupil must be involved. Subsequently, other scientists, for example, I.G. Pestalozzi, A. Disterveg, K.D. Ushinsky, highlighted the principle given by John Amos Comenius, for example, demonstration to students of a sample of a thing, a layout or an image, demonstration of the rules of the subjects studied on the walls of the classroom: conjugations of verbs and declensions, the contents of books, moral sayings. And in the middle of the XX century, in connection with the widespread spread of mass visual culture in the USA, the concept of visual literacy in education (visual literacy) arose, the founder of which, J. Debes, postulated the importance of visual cognition in learning. According to the visual literacy theory, visual material is unique in its cognitive potential and the multilevel nature of the encoded information. Since then, the concept of visualization was identified. As opposed to the previous studies, visualization since then has been associated with deeper cognitive processes of perception and deployment of the image. "Visualization is the folding of mental contents into a visual image. Being perceived, the image can be deployed and serve as a support for adequate mental and practical actions".

Furthermore, the usefulness of visualization correlates with the views of J. Piaget, who identified four stages of information perception in the intellectual development of a child:

1. Sensory-motor (perception of information through the senses and signal transmission from the sensory system to the central parts of the brain);
2. Symbolic (processing of information in the mechanisms of the acceptor of the result of actions and its transformation into symbols (thought forms) reflecting reality in consciousness);
3. Logical (processing of incoming information, comparison of the formed mental image with the existing experience);
4. Linguistic (naming of an object, object, phenomenon at the moment of its realization and its further use in speech-thinking activity, speech production) (Piaget, 1969).

Thus, the sensory-motor stage is the primary link in the process of cognition, since it is with sensory perception that the intellectual process of the child begins. However, this stage is not given due attention in foreign language education. For example, in traditional textbooks on a foreign language, the educational material is presented in the form of a text with illustrations (referring to the symbolic stage). Thus, if a teacher uses only a textbook in a foreign language lesson, he ignores the sensory-motor element of cognition which is physiologically important according to J. Piaget.

Secondly, visualization is an effective tool that activates the cognitive activity of students through direct influence on the visual channel of perception. Vision works faster than other senses, for instance, hearing. The speed of processing conscious information by the visual channel is estimated at 40 bits/sec, and by the auditory channel — 30 bits/sec, therefore, a person reads faster than he listens. And the speed of unconscious information processing is estimated at about 10,000 kbit/s for the visual channel, and 1,000 kbit/s for the auditory channel (Zimmerman, 1989). Therefore, for example, a person reacts much faster

and more emotionally to a picture depicting a snake than to the word "snake" heard.

In this regard, in psychology there is such a thing as the picture superiority effect, the essence of which boils down to the fact that images are remembered more likely than words (Stenberg, 2006). This fact has been confirmed by some studies, for example, experiments on the recognition of 2500 and 10000 images (Standing, 1970, 1973). First, the participants were consistently shown images on slides, and then their memorability was tested by showing slides with different pairs of pictures. Testing in the experiment to recognize 2500 images was more difficult, because it was conducted three days after the experiment, and pictures of the same subject were shown, for example, banknotes of different denominations. As a result, the participants recalled about 90% of the images they saw. And in the experiment on the recognition of 10,000 images, the recognition rate was 80%. The results of the experiment demonstrate a unique human ability to memorize images (images).

According to E.A. Makarova, information presented in the form of a visual image is remembered better, since the image is internalized by a person, endowed with personal meaning, accompanied by emotions and experiences. E.A. Makarova defines visualization as "introjection of semantic images into the mental space of the personality", in other words, it is an unconscious process of including the image in the picture of the human world (Makarova, 2010).

The use of visualization allows you to "crystallize" information, highlighting the most important thing, and present it in a compressed form. "An effective way of processing and composing information is its compression, that is, presentation in a compact, user-friendly form, which is provided by the visualization technology of educational material" (Lavrentiev, 2002). As a result, the teacher can significantly save time on explaining new material. In addition, visualization makes

it possible to form strong associative links between parts of the educational material (Polyakova, 2012).

Finally, the use of visualization contributes to the creation of a comfortable educational environment. According to psychologists, when perceiving symbols, the psychological burden on the student is lower than when reading words and syllables (Blake, 2004).

Nowadays, the use of visual tools is considered necessary due to the growing use of new technologies in teaching and the formation of a fundamentally new digital educational environment. Thus, a modern teacher has to master a wide range of modern technologies for their further introduction into the learning process and the development of professional competence in the field of working with digital devices and pedagogical technologies. This requirement is formulated within the framework of the UNESCO Recommendations "The Structure of ICT competence of teachers", on the basis of which the Russian requirements of the professional standard of a teacher (2013) have been developed. Today, in the context of the introduction of a new generation of the Federal State Educational Standard and the implementation of the program "Strategy for the Development of the Information Society in the Russian Federation for 2017 - 2030", the purpose of which is to create conditions for the formation of a knowledge society in the Russian Federation, the trends towards the development of digitalization of education are intensifying.

The concept of communicative competence, according to the Common European Competences of Foreign Language Proficiency (CEFR), is much broader than linguistic, and implies not only language proficiency, but also its appropriate application in a particular communicative situation, knowledge of the context and tasks of communication, taking into account the socio-cultural characteristics of the participants of the communicative act. Communicative competence should

be well developed in a modern teacher, since it depends on the effectiveness of communication with students, a comfortable psychological situation in the classroom, timely solution of problems and conflict situations, which in turn contributes to high-quality and favorable educational interaction. However, nowadays a certain inconsistency can be observed in the use of evaluation tools to control the formation of professional and communicative competence of a teacher. A.A. Korenev, investigating the problem of development and evaluation of the formation of professional and communicative competence of foreign language teachers, points out the lack of a universal model of language use by teachers in a professional environment. This could be the reason why there is no clear understanding of what level of language a foreign language teacher should possess, and what skills are required for efficient classroom communication. Thus, there is still no universal model of professional and communicative skills for foreign language teachers (Korenev, 2016). While working on a MA paper we have decided to find a place for visualization skills within the framework of a professional and communicative competence of a foreign language teacher.

Analyzing the updated version of CEFR (2018) we have come to a conclusion that visualization of linguistic material is most likely related to mediation skills, since visualization, as it can be seen from the definition, is the result of rethinking textual information and presenting it in a form convenient for visual perception. Therefore, the teacher should be able to effectively process and present the text on a multimedia slide and can «interpret and reliably describe (in a foreign language) detailed information contained in complex diagrams, graphs and other visual forms (with text in the native language) on topics of interest» (CEFR, 2018, 2020). Accordingly, the mediative skills of working with the text include the interpretation of diagrams, graphs and other visualized information, the skills of paraphrasing the text, changing the style and level of

complexity of the language depending on the needs of the interlocutor or audience, explanations through examples, generalizations, etc., summarizing, simplifying, analyzing, synthesizing, compressing and structuring the text, taking notes, translation and interpretation of textual information. These skills are also necessary for the effective presentation of information on the slides of an educational presentation.

To conclude, we have made an attempt to distinguish different types of skills necessary for a multimedia presentation design. In the most general sense, we can mention the following skills:

- 1) Reception (Working with the educational text: determining the information value of the source, analytical understanding of its structure);
- 2) Mediation (compression and structuring of material, delivering it in the most comprehensible way, use of images, diagrams, graphs and other visuals, text adaptation, use of keywords and highlighting the most important ones).

In the future, we consider it necessary to create a more detailed taxonomy of visualization skills for different educational purposes, age groups and levels.

Materials and Methods

For the given study several materials and research methods were used. First, the theoretical analysis of different foreign and domestic researchers was done, such as, Zh. Piaget, J.A.Comenius, I.G. Pestalozzi, R. Arnheim, R. Meyer, A. Paivio, S. Blake, S. Pape, M. Choshanov, J. Schweller, P. Chandler, J. Richards) and domestic (E.G. Asimov and A.N. Shchukin, K.D. Ushinsky, A.A. Korenev, E.A. Makarova, G.A. Nikitina, I.N. Kovalenko, G.K. Selevko, S.V. Titova). Also, normative legal documents were analyzed in order to define specific visualization skills within the professional and communicative competence of the foreign language teacher. The documents are the following: the European Competence of Foreign Language Proficiency (CEFR), the Structure of ICT competence of teachers.

UNESCO Recommendations (2018), Professional standard of a teacher (2013). Thereafter, a series of communicative tasks aimed at developing visualization skills among students of linguodidactic specialties were designed. They were included in the course «Productive skills of visualization and presentation for future language teachers» in Google Sites (URL: <https://sites.google.com/view/presentation-skills-teaching/main-page>). The tasks included working on platforms Google Slides, TED Ed, Canva, Prezi, Piktochart, Genially, Mentimeter, Nearpod, Powtoon, Padlet, as well as formative and final assessment and criteria. Finally, some of the tasks were tested in the format of workshops. The workshops were attended by eleven 3rd year Bachelor students and seven 1st year Master students of the Faculty of Foreign Languages and Area Studies at Moscow State University. All the students were studying Linguistics and methodology of language teaching and their first foreign language was English.

Initially, we assumed that the workshop session would have no effect on the results of assessment of students' multimedia presentations.

Results

In May, 2022 the experimental work was carried out so as to prove or disprove the initial hypothesis. It was assumed that the conducted workshops would not affect the results of the evaluation of the multimedia presentation created by students as part of their independent work.

One workshop was designed for 60 minutes. In the theoretical block of each session, the features of the educational multimedia presentation were discussed at three stages of work: selection of material, processing, presentation of the audience, as well as the basic principles of slide design in accordance with R. Mayer's "Cognitive Theory of Multimedia Learning" and "Universal Principles of Design" by W. Lidwell, K. Holden and J. Butler. The principles included the following: the rule "1 idea - 1 slide", the hierarchy of text on the slide, the use of

abbreviations and keywords, uniformity of design style, fonts, colors, ways to highlight the key information, the use of various types of visualization, types of illustrations (photo and icon) and various situations of their application, various online services for creating multimedia presentations, their advantages and disadvantages (Mayer, 2005; Lidwell, Holden, Butler, 2010).

In the practical block of the workshop, training tasks were suggested on the Padlet and Google Slides platforms. Right before the workshop, the students sent their multimedia presentations on a free topic in English in PowerPoint format. As an independent practice after the workshop, students had to create an educational multimedia presentation with an explanation of one of the following grammatical topics:

- Present Simple and Present Continuous
- Past Simple and Past Continuous
- Present Perfect Simple and Present Perfect Continuous
- Past Simple and Present Perfect
- Different ways to express future
- Types of conditionals.

The presentation requirements were as follows: it had to contain on average 5-10 slides and two blocks. The first one with explanations of the difference between grammatical tenses / types of conditional mood, and the second one with interactive drilling activities.

All the participants had to send the presentations which were subsequently evaluated according to the following criteria and evaluation scales (Table 1):

Table 1. Criteria and evaluation scales for multimedia presentations

1) Task solution			
3 points: the communicative task is solved: the topic is fully disclosed, the presentation includes the required number of slides and two blocks: theoretical and practical.	2 points: the communicative task is partially solved: theoretical and practical blocks are present, but the topic is not sufficiently explained.	1 point: the communicative task is partially solved: the topic is not sufficiently disclosed and there is no practical or theoretical block.	0 points: the communicative task is not solved: the task is not completed.
2) Content			
3 points: a lot of interesting material, an original approach to explaining the topic. Clear grammatical rules and usage examples are given. Practical tasks effectively complement the theoretical block. The content of the presentation meets the specified target audience.	2 points: grammatical rules and examples to them are clearly presented, but there is no independence in the disclosure of the topic, or the content of the presentation does not fully meet the specified target audience, or practical tasks do not fully complement the theoretical block.	1 point: the content of the presentation partly does not correspond to the stated topic or the target audience not specified.	0 points: the content of the presentation does not correspond to the stated topic.
3) Structure			
2 points: the presentation structure is clearly and consistently observed. The information is logical and consistent. All logical connections between components are present.	1 point: the basic structure of the presentation is partially reflected, but the logic of presentation is broken.	0 points: there is no logic for submitting information.	
4) Principle «1 idea - 1 slide»			
1 point: yes		0 points: no	

5) Design			
3 points: the slides are stylistically uniform. The fonts, backgrounds, colors and special effects used are appropriate and effectively complement the information without distorting its perception.	2 points: acceptable enough, but there are some shortcomings in the design (poor choice of background, font, colors and special effects), which sometimes distorts perception.	1 point: the design distracts from the content: there are too many colors, fonts and graphics, which makes it difficult to perceive the information.	0 points: the design was done carelessly, carelessly, a large number of violations in the design, adequate perception of information is very difficult.
6) Number of words per slide			
1 point: acceptable (6x6 rule), the slides are concise.		0 points: not acceptable, slides are overloaded with text.	
7) Hierarchy of the text on the slide			
1 point: the text is easy to read due to the logical arrangement of the text on the slide.		0 points: not observed, which makes it difficult to perceive the text.	
8) Highlighting key information			
2 points: the key information is highlighted uniformly and logically: one selection option is selected, for example, highlighting in color, bold or large element size	1 point: the key information is highlighted, but several highlighting options are selected, which makes the text less readable.	0 points: key information is not highlighted.	
9) Use of keywords, abbreviations			
2 points: yes, the text has been reworked into an adequate form for perception.	1 point: the text is not always reworked and shortened.	0 points: no, the text has not been revised or shortened.	
10) Visuals (pictures, icons, photos, graphs, diagrams):			
2 points: meaningful visualization is used and effectively complements the information.	1 point: visualization is used, but it does not always make any sense.	0 points: visualization is not used.	

11) The quality of the visuals used:		
2 points: the quality is good, there are no pixels/watermarks/image distortions.	1 point: there are some distortions/watermarks/pixels.	0 points: visualization quality leaves much to be desired / no visualization.
12) Creative, original approach to the implementation of the presentation		
1 point: yes, the explanation of the topic is original	0 points: no original approach	
13) Language (grammar, spelling, vocabulary)		
2 points: there are no mistakes (or only 1-2 small mistakes)	1 point: there are some mistakes (3-4 small mistakes, or 1 serious mistake that leads to misunderstanding)	0 points: a lot of mistakes
Total:	25 points = 100% 23-25 points: excellent: 19-22 points: good; 15-18 points: satisfactory Less than 15 points: not acceptable.	

After the evaluation of both presentations (before and after) the points were compared.

A total of 17 student papers were received. The works were evaluated according to the above criteria with detailed feedback given to all participants.

The evaluation results were as follows:

- 1) 11 students received an "excellent" grade (between 23 and 25 points).
- 2) 3 students received a "good" grade (between 19 and 22 points).
- 3) A "satisfactory" grade was given to 3 students (between 15 and 18 points).

Two students out of seventeen received the maximum score for the presentation. These presentations were marked by a high level of creativity and quality of explanation of the material. The material was explained clearly and consistently, good examples are given to illustrate the rules. The main ideas were highlighted. The rule "1 idea - 1 slide" was observed and there were clear transitions between slides, theory and practice. The text was reworked into an

adequate form for visual perception. The design of the slides was uniform, nothing distracts attention from the main content. Visual elements were used according to the content. In one of the presentations, there was a video material that encourages reflection on the topic of the lesson. Interactive tasks on platforms are also designed to work out grammar rules <https://learningapps.org> and <https://wordwall.net>.

In general, many works can be called high-quality and well-structured. There are no text-overloaded slides or raw copied text in any presentation. In terms of language, no more than two mistakes were made in all presentations, except for some cases of typos.

Meanwhile, some of the students neglected the use of visualization or it did not always deliver any meaning (for example, elements of slide decoration). Sometimes, they used visuals of poor-quality images (visible distortions, watermarks, pixels). In addition, in some presentations, key information was not highlighted, or several highlighting options were selected (bold, Caps Lock or italics), which made the text less readable. In two presentations, too small font was selected (less than pt.18).

Eight works were compared with the materials that were sent before the workshop. Positive trends were observed in all works except one (the result remained unchanged). The feedback provided to the students included the following points: the text on the slide was better hierarchized, shortened and reworked into a form accessible to visual perception, a uniform way of highlighting key information was used, the rule of 1 idea - 1 slide was observed, there were clear transitions between slides. All in all, the workshop's participants started to pay more attention to the visual message provided by each slide. Some participants used tables, diagrams and informative blocks to more effectively represent the information, as it can be seen on the following slide (Fig. 1):

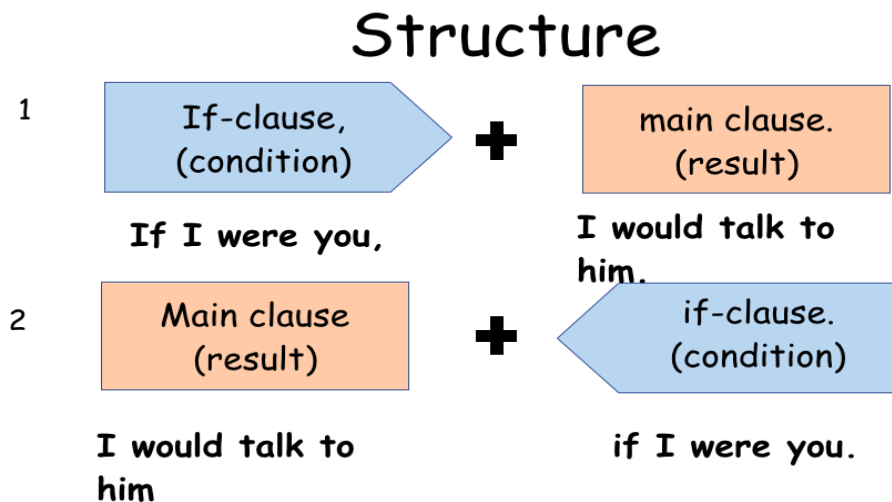


Fig. 1. Use of informative blocks to explain grammar rules

It was evident that some presentations had absorbed ideas from the book «Presentation Zen» by G. Reynolds that were discussed within the workshop (Reynolds G, 2011). The book postulates an idea that each slide must include an empty space and thus, should be as simple as possible. It can be seen on the following slide (Fig. 2):

III. The situation **didn't happen** in the past.

If I **had invested** my savings in the company, I **would have made** a fortune.



Fig. 2. Use of empty space, visual elements and minimum of text on a slide

Some of the presentations included eliciting and guided discovery techniques instead of a simple input. For example, a visual was given on a slide followed by eliciting questions (Fig. 3).



Fig. 3. Use of eliciting questions and visuals on a slide.

All in all, in most works modular grids were used to arrange the elements (text blocks, headlines and images) on a slide, based on rows and columns of a specified size. Advantages of such a model were discussed within a workshop session, as it is proved that grids can introduce order and harmony into the design space and improves readability of a slide (Fig. 4). (Mayer, 2005; Lidwell, Holden, Butler, 2010).

Cognitive Theory of Multimedia Learning

R. Mayer et al. 2009

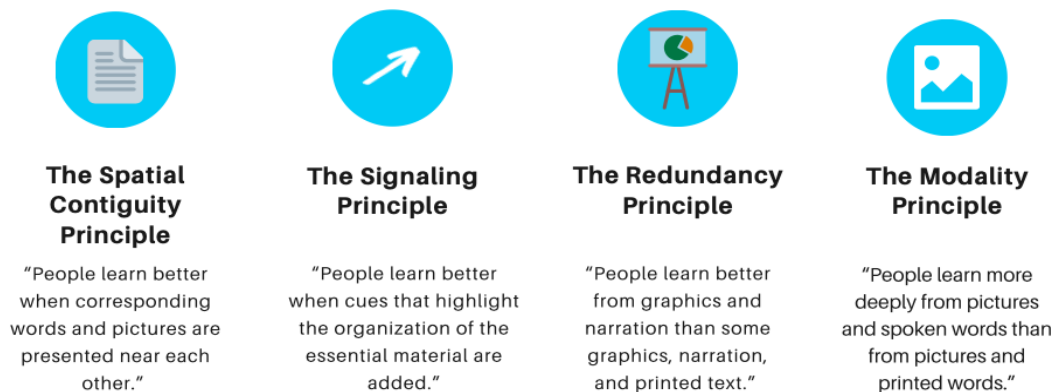


Fig. 4. Use of modular grids on a slide.

Discussion

As can be judged by the results, the workshops turned out to be quite efficient for the target audience of future language teachers. They learned how to structure information better on a slide and make it more comprehensible and, thus, easier to remember. The students demonstrated their abilities to design pedagogical presentations during the lesson (the task was to correct a poor slide) and after the workshop as an independent work.

The given criteria was used to assess their presentations before and after the workshop. The results were compared, and in the end it turned out that all but one of the works showed a better result than before. Therefore, the hypothesis put forward by us earlier was refuted.

We can see positive changes in the following aspects of slide design:

1) Structuring information on the slide: use of modular grids, graphs and diagrams instead of continuous text, so as to make a slide more coherent and structured.

2) The principle “1 idea - 1 slide” seemed to be present in all the projects. Thus, presentations became much simpler and the idea much more understandable. This correlates with the principles of “Presentation Zen” by Garr Reynolds who gave a great source of inspiration for these workshops.

3) Use of visuals. It was noticed that students started to pay more attention to the images they choose (an idea that visuals should provide an idea, an element of sense, as not just a means of decoration).

4) Use of keywords and bold for highlighting information. The students learned how to shorten long sentences and use bold as a highlighting technique (instead of italics, underlining or CapsLock that make text less readable).

Some of the remaining mistakes could be paid more attention to in the future course testing. For instance, it could be recommended to improve the following aspects:

1. Quality of visuals and copyright protection law. Unfortunately, in quite a lot of presentations images of poor quality were used (pixels, watermarks, trademarks or other signs). This indicates that students are not aware of copyright rules or they are careless about the choice of images in their presentations. However, this is very important, not only for law reasons, but also because this shows how seriously a person treats their work. This is why it can be recommended to choose images carefully (for instance, those that are not under copyright or that are licensed for the relevant use or under creative common licenses). In any case, the image source should be indicated.

2. In some presentations a small font (less than pt.18) was used. It is recommended to take into account the classroom size and make a larger font (at least pt.20).

3. Finally, students need to learn how to use colours and their combinations in presentations. In some presentations insufficiently contrasting color combinations were used: as a result, the text became less readable (for example, light yellow and beige or brown, red and pink, grey and black). Also, it would be advisable to distinguish a colour palette that can be used for background, headings and main text, as well as for various purposes. Obviously, the choice of colours that can be used for academic presentations is much more restricted than that of educational ones.

Furthermore, it was observed that MA students coped better with the task and provided better works than BA students in terms of pedagogical design. This may be due to the fact that Master's students have more experience in creating both academic and pedagogical presentations. They already had experience of

participating in conferences, defended their bachelor's work, and also have more experience in teaching. In addition, the presentation they created for the workshop can be used in their teaching practice. That could be possibly the reason why they treated the task more seriously, and thus, got better results.

However, due to the scarcity of time and resources, some limitations of the study can be observed. First of all, this is due to the fact that a small number of participants took part in the experiment (not all students submitted their work before and after the workshop). It is also not possible to assert the unambiguous effectiveness of the workshop due to the fact that one session was limited to 60 minutes, within which only the basics of information visualization were considered, i.e. universal skills that students could already possess before the workshop. Ideally, it would be possible to design a specification of the key visualization skills of the material for different ages and levels of language proficiency of students.

These limitations open up prospects for further research in this area. The skills of technical design of visual and textual parts of a multimedia presentation can be developed both within the framework of individual workshop sessions with the performance of training tasks, and within the framework of a whole course designed for one semester. An online course "Development of productive professional and communicative skills of visualization and presentation of material for foreign language classes (levels B2-C1)» created by the author of the present paper is given in the Materials and Methods section.

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ВИЗУАЛИЗАЦИЯ ЯЗЫКОВОГО МАТЕРИАЛА КАК ЧАСТЬ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧИТЕЛЯ/ПРЕПОДАВАТЕЛЯ

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Аннотация. Визуализация — это мощный инструмент, который может быть использован на занятиях по иностранному языку. Согласно практике и традициям обучения иностранным языкам в России, принцип наглядности всегда был одним из основополагающих принципов преподавания. Использование наглядности уместно на всех этапах обучения, и сфера ее применения постоянно расширяется. Она может выступать в качестве посредника для объяснения нового материала и его представления в компактной и легкой для восприятия форме. Специалисты, а также преподаватели иностранных языков сходятся во мнении о преимуществах визуальных эффектов для воздействия на учащихся на когнитивном уровне и стимулирования воображения, что позволяет пользователям быстрее обрабатывать информацию и лучше ее запоминать. В настоящей статье рассматриваются основные исследования в области визуализации и эффекта превосходства изображения в педагогике, психологии и методологии преподавания иностранных языков, например, работы Ж. Пиаже, Р. Мейера, А. Пайвио, Б. Циммермана, Е. Макаровой. Подчеркивается, что использование наглядных пособий

при обучении иностранному языку чрезвычайно важно, однако до сих пор остается неясным, какими навыками должен обладать учитель, чтобы эффективно визуализировать материал, и как развивать эти навыки в рамках профессиональной и коммуникативной компетенции учителя иностранного языка. Таким образом, предпринята попытка выделить ключевые навыки визуализации языкового материала в соответствии с обновленной версией Общеввропейской шкалы языковой компетенции (CEFR) 2018 года. Наконец, представлен опыт экспериментальной работы (мастер-классов). В них приняли участие студенты 3 курса бакалавриата и 1 курса магистратуры факультета иностранных языков и регионоведения Московского государственного университета. Во время каждой сессии мастер-класса были продемонстрированы основные качества эффективной мультимедийной образовательной презентации и предложены различные интерактивные задания. После мастер-класса студенты должны были сделать свои собственные презентации, которые оценивались в соответствии с критериями, приведенными в таблице в данной статье. Наконец, оценивается эффективность экспериментальной работы и даются перспективы для будущих исследований.

Ключевые слова: Ключевые слова: CEFR, компетентностный подход, ИКТ компетенция, медиативные умения, методика обучения иностранным языкам, лингводидактика, визуализация, визуальные средства, мультимедийная презентация, профессионально-коммуникативная компетенция педагога.

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MODERN DIGITAL SOLUTIONS FOR L2 EDUCATION AND THEIR PROSPECTS

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Abstract. This article considers the modern solutions that are currently being implemented in the digitalization of second language (L2) education in the world in general, with a particular focus on the English language, and in Russia in particular, with a particular focus on the Russian language. The article first discusses the two factors mainly contributing to the need to develop digital solutions in the L2 education and learning field, namely the rising population mobility and migration levels and the rapid development of digital solutions and their implementation in various sectors in the recent decade. The article demonstrates why the rise in population mobility and migration levels in and around the world, together with the advancement of digital solutions in the wider educational and learning space, in the past two decades of the twenty-first century have necessitated the development and implementation of digital solutions for L2 education and learning. On this basis, the article carries out a concrete analysis of the surge in the development, implementation, and adoption of digital solutions in L2 education and learning, together with the prospects for further advancements in the field, particularly a study of the various novel game-changing digital products and solutions that are being offered on the L2 education and learning market by educational institutions and centers of higher learning, followed by an investigation of their effectiveness, drawbacks, and areas on which they could be improved in this field. Further, an investigation is conducted on the increasingly complex requirements for linguistic skills among professionals working in various industries in the Russian Federation and across the world that have to do with the rising need to create a workforce with the necessary skills and knowhow to implement digital solutions in L2 education, as well as on how various economic structures have raised their demand for these competencies against the background of the rapid globalization of industry and commerce at large.

Keywords: population mobility, migration, digitalization, digital solutions, artificial intelligence, language training, innovation, technological development, L2 education, L2 learning.

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Introduction

At the turn of the 21st century, L2 education transitioned from a traditional to a modern and more integrated method of delivery. This transition is generally considered as the basis for the advent of digital solutions in the L2 education and learning space. And while the focus of many organisations has been on improvement in language proficiency and oral communication, authors (Correa, 2011; Garrett-Rucks, 2013; Yamada, 2010) have pointed out how the integration of

higher-order and critical thinking skills in language learning has been minimal at best, particularly when it comes to language learning in elementary levels. Tai, T. Y. et al. have looked at the how VR technology is transforming education by providing authentic learning experiences. Meaning VR tech products are moving towards replacing human assistance and human tutors while offering many benefits that were not there before, primarily in terms of convenience and ease of data access. In their paper, Li, P., & Lan, Y. (2022) point out that while many of the original technologies for computer-assisted language learning (CALL) that came about due to the advent of the computer era have continued to be widely used as the standard technologies for the past 30 years, recent years have witnessed a fundamental shift towards highly-interactive digital language learning (DLL) methods that are easily integrated with current communication technologies, including mobile phones, the Internet, and apps. Today, as

described by Warschauer, M. (2004), this digitalisation has radically transformed all sectors of the global economy, from production and service provision to education and training. In the education sector, particularly linguistics and second-language (L2) learning, digitalisation is now playing a key role in the development and provision of a wide range of high-tech products and solutions for a better teaching and learning experience (see Carol A. Chapelle, Shannon Sauro (Éds.)). Educational institutions have begun successfully adopting numerous digital language teaching and learning techniques in their programmes as they try to make the shift to digital and AI-based learning (see Kumar, E., & Sreehari, P. (2009), Kokoç, M., Akçapınar, G., & Hasnine, M. N. (2021), Al-Ahdal, A. A. M. H. (2020), Godwin-Jones, R. (2018)). On the part of tech producers and developers, AI-development companies have begun accelerating the pace at which they are developing game-changing solutions (see, particularly, Graesser A. C., Chipman P., Haynes B. C., Olney A. (2005), Junaidi, J., Hamuddin, B., Julita, K., Rahman, F., Rianita, D., & Derin, T. (2020), Lan Y.J., Spector M., Lockee B.B., Childress M.D. (2016) and Pikhart M. (2020). This has exacerbated the demand for more comprehensive digital solutions, that is, digital solutions catering to all major areas of education and learning, which, in turn, makes a thorough analysis of the various solutions that are currently available on the market, their effectiveness in different spheres of education and learning, and their prospects for further integration in the education sector extremely relevant. Looking into the future of digitalisation in L2 education and learning, in his article, Warschauer, M. (2004), Mark Warschauer described the future of CALL as dependent on many various factors, primarily developments in applied linguistics, changes affecting language learning and languages themselves, and sociological aspects of professional language learning.

Materials and Methods

This article will focus on L2 education and learning as applied to the Russian and English languages. In today's rapidly-changing world, many various factors are necessitating the development of digital solutions for L2 education in educational and learning institutions around the world. Among these are two primary ones:

1. the rise in the migration levels among traditionally linguistically-different countries and regions, and
2. the advent of the digital age and the rapid integration of digital solutions in education and learning in general.

To study the rise in the migration levels among traditionally linguistically-different countries and regions, it is important to consider current mobility and migration statistics for the past decade or so, with a particular emphasis on the Russian Federation.

The increasing mobility and migration of significant portions of the populations of many countries around the world has, in recent years, accentuated the importance of effective communication for both personal and professional purposes. In particular, recent years have witnessed the younger generation and the working-age group increasingly choosing to move to other parts of the world in search of greener pastures in terms of both educational and job opportunities. As such, in the destination countries, language competencies are increasingly playing an important role in the interaction of people of diverse backgrounds in educational and learning spaces. It has become more beneficial for young people to be multilingual rather than monolingual, as this means they are able to more effectively communicate with other people from different backgrounds.

Like many countries around the world, the Russian Federation has experienced a surge in its migration levels in the past decade.

Figure 1 below shows the total national and international migration in the

Russian Federation between 1990 and 2021 by flow.

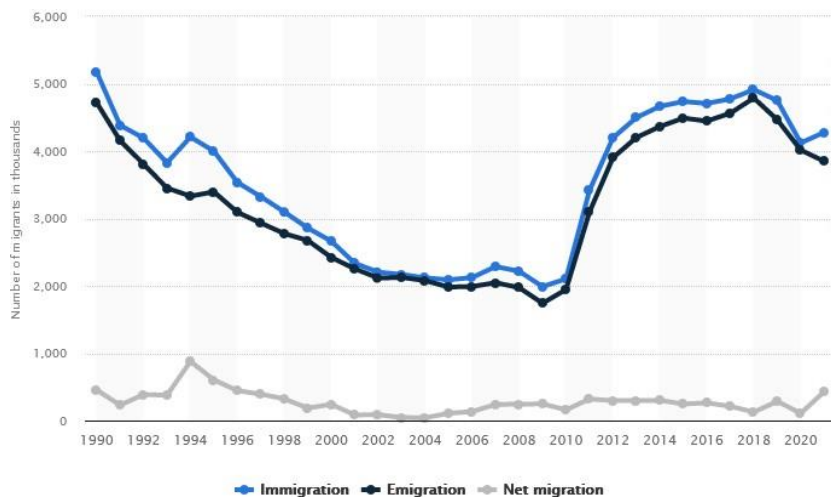


Fig. 1. Total national and international migration in the Russian Federation between 1990 and 2021 by flow [Source: Russian Federal State Statistics, Statista, 2022]

As is evidenced by the graph, the Russian Federation experienced a sharp increase in its immigration and emigration rates from the beginning of 2010 up to the end of 2019, which coincided with the beginning of the COVID-19 pandemic.

To give a clearer picture, it is important to look at the main countries from which these population groups are emigrating. These statistics are presented in Figure 2 below.

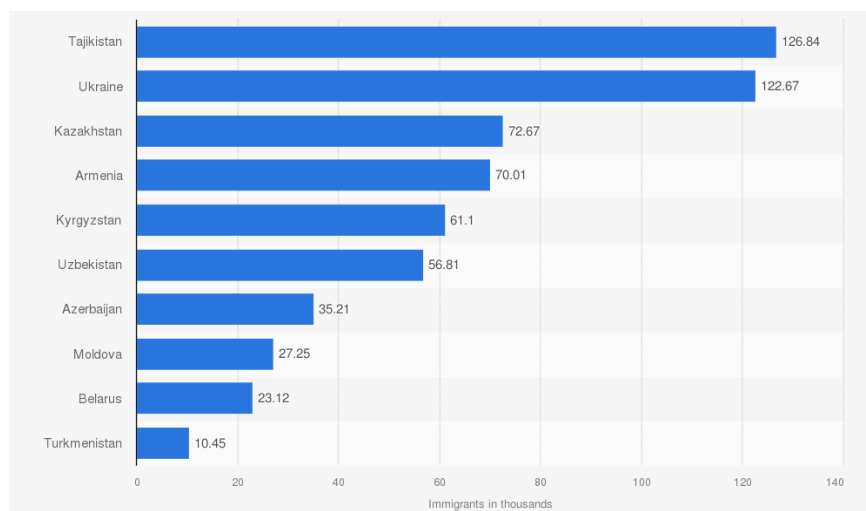


Fig. 2. Migrant population of Russia by country of origin, in 1,000 source: Russian Federal State Statistics, Statista, 2021]

It is clear from the figure that the mobility of parts of the populations of various regions of the world has become acute. The diagram shows that the migration within the same geographical regions remains high, with, for example, the migration within Africa at 19 million, Asia at 63 million, and Europe at 41 million. Migration between different geographical regions has also been on the rise, an example being the migration from Africa to Europe at 9 million, Europe to Asia at 7 million, Asia to Europe at 20 million, Europe to Northern America at 8 million, Latin America and the Caribbean to Northern America at 26 million, and Asia to Northern America at 17 million.

All this increasing interaction between different cultures and groups of people means the need to learn second languages has also become acute. Since English has become the most widely-spoken language across the developed world, L2 education in the English language will be required to give the incoming groups of people the ability to fit in their new environments, be they workplaces, educational and learning institutions, or social environments

L2 education and learning in today's global society is complicated by a variety of factors. This has been further exacerbated by the COVID-19 pandemic, the measures to curb which have resulted in more acute difficulties in language learning among both children and adults (see Tai, T. Y., Chen, H. H. J., & Todd, G. (2022)). Important to note here is that human nature has always dictated that proper language learning be based on physical social interaction. Against this background both in the pre-COVID-19 and post-COVID-19 periods, the linguistics sector, particularly tertiary learning institutions, has begun to rapidly adopt many various AI-based digital products and solutions that high-tech companies are developing and introducing to the market at an unprecedented scale.







The advent of computer-assisted and digital L2 learning / teaching has over the years led to the development of various specific methodologies:

1. Computer-Assisted Language Learning (CALL) describes an interactive L2 learning / teaching method through which learners are able to achieve their training objectives at their own pace and ability. CALL uses computer technology in teaching and learning procedures at all stages

– lecture presentation, practical work, and feedback. CALL became relevant due to more affordable prices of computer technology, which meant that more educational institutions could now afford to purchase and integrate the necessary tools and services.

Table 1 below presents some of the more widely-used CALL resources.

Table 1. Some of the more widely-used CALL resources [Source: NCELP]

Resource	Description	Cost	Dashboard / Monitoring	Vocab Lists	Platform	Additional Notes
 www.quizlet.com	Mobile and web-based study application that allows students to study information via learning tools and games. Quizlet trains students via digital flashcards and various games and tests based upon sets of terms and definitions.	Free version £ Quizlet Go £ Quizlet Plus £ Quizlet Teacher ~\$36/year	Yes (£ version)	Extensive lists already created by community for textbooks, exam boards & topics. User-defined & can be copied and edited from existing sets.	Web, iOS, Android	Students now need (free) account to access sets. Easy swapping of term and definition (L1-L2, L2-L1). Accompanied with machine automated audio pronunciation. Scaffolded learning sequence. Easy, automated creation of hard copy flashcard, test, vocabulary lists. Teacher version ad-free and allows class creation. Images can now be added. Quizlet Live game feature.
 www.memrise.com	Mobile and web-based language learning platform which uses flashcards as memory aids, but also offers user-generated content. Includes community created "courses".	Free version £ Pro - \$99 lifetime, £45/year	Yes, through courses	Extensive lists already created by community for textbooks, exam boards & topics. User-defined & can be collated into courses.	Web, iOS, Android	Similar to Quizlet with a greater emphasis on language learning "courses". Students need login to access. Chatbots to help you in real world situations on selected languages. Coming Soon: Grammarbot, video library, Pro Chats.
 www.duolingo.com www.schools.duolingo.com	Mobile and web-based language learning platform based around sentence level translation. Strong course/gamification/recycling structure. Variety of translation, reading, listening and speaking activities. Clean interface.	Free	Yes, through schools.duolingo	Topic or grammar point based – fixed.	Web, iOS, Android, Windows	Students need login to access. www.schools.duolingo.com allows easy creation of classes and assignment of specific topics/grammar points or an amount of work to complete with each student working at their own level. Duolingo Chatbots and Stories now offer better-contextualised language. Includes some say aloud tasks on mobile version (Duolingo determines task types). Includes proficiency test.
 www.languagesonline.org.uk	Extensive collection of free activities based around topics, vocabulary grammar and some textbooks (Encore, Caminos, Logo). Match-up, gap fill, dialogue ordering, listening, games	Free	No	Topic or grammar point based – fixed. Includes links to Quizlet sets.	Web	Beginner – A2 resources. Useful for directing students to grammar point work. Includes grammar point explanations.
 www.textivate.com	Textivate generates a wide range of interactive activities based on your own text and / or matching items. It works with texts of up to 500 words and / or up to 200 matching items.	Free (only access others' resources) £ Premium - £50/year	Yes (£ version)	User defined	Web	Good tool for automatically recycling language in various activity formats. No audio.
 www.pronouncelive.com	Pronounce Live is a web application for pronunciation practice. You can listen to authentic speech models read any text or words, record your own voice for comparison and receive immediate feedback.	Free trial 2 weeks £ subscription TBC	Yes	User defined	Web, iOS, Android	Strong potential for practising symbol-sound relationships on user-defined content. Instant student feedback on pronunciation.

Call has offered several benefits in Russian and English language learning and teaching, including that it:

- enriches the language-learning experience;
- serves as an interface connecting a learning institution to the outside world;
- bridges purely academic and theoretical concepts with the practical

needs of the outside world;

- functions as a 'surrogate instructor;
- facilitates collaborative and cooperative learning;
- is highly adaptive for performing repetitive tasks;
- provides fully reliable feedback;
- offers a realistic medium (for example, combining listening activities

with visuals);

- is the perfect tool for integrating reading, writing, speaking and

listening skills;

- offers various appropriate learning approaches;
- serves as a ready-reckoner for all language learning / teaching

queries (see Kumar, E., & Sreehari, P. (2009), Warschauer, M. (2004)). Figure 4 below shows an interactive scheme of CALL.

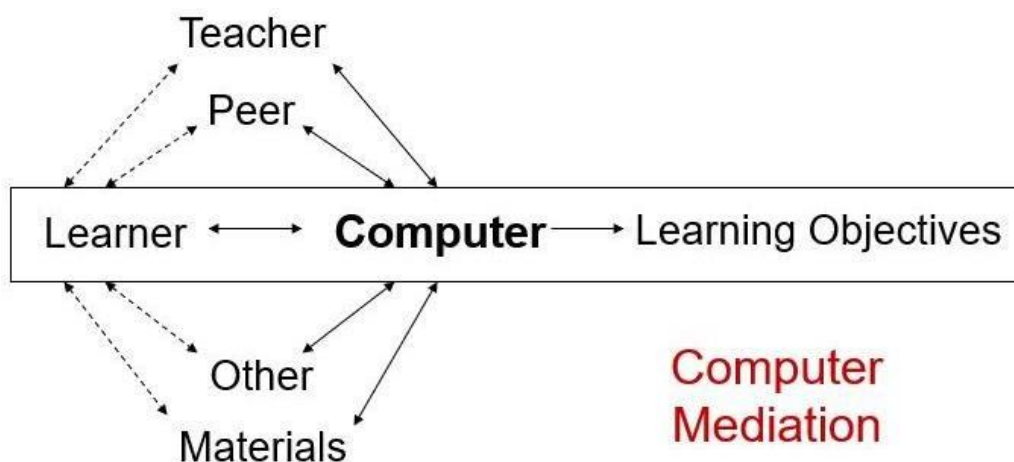


Fig. 4. CALL interactive scheme [Source: Levy & Hubbard (2005)]

As the above diagram shows, in CALL, L2 learners use the computer to interact with peers, teachers, and learning tools and materials broadly to achieve set learning outcomes.

CALL has been the dominant L2 teaching / learning method for the past 30 or so years when computer innovation reached its peak. However, even as many

of the methods used by CALL earlier are still widely adopted as the standard language teaching / learning methods today (examples are gap-filling/cloze tests, multiple choices, flashcards, and sentence reordering, both in L2 classrooms and on the web), fundamental differences have begun to emerge between the earlier CALL-based solutions and today's highly interactive, web-based, app-based, and mobile-enabled DLL methods (Li, P., & Lan, Y. (2022)).

2. Digital Language Learning (DLL) refers to language learning platforms and tools that employ digital technologies or technological enhancements. In this context, DLL may also refer to language learning practices that use digital platforms and tools. Theoretically, DLL is meant to assist in identifying the differences between elementary language and adult L2 language learning, and how the learning context and characteristics of the learner contribute to these differences. DLL-based language pedagogies can use practical examples derived from analysing learner behaviours, cognitive and affective processing, and neural correlates. The fact that DLL is present in a wide variety of disciplines can be instrumental in the integration of cognitive, social, affective, and neural dimensions of L2 learning with new and emerging technologies, primarily VR, AI, and big data analytics (Li, P., & Lan, Y. (2022)).

The recent years characterized by a rapid and widespread shift from computer-based to digital-based technologies have witnessed a shift from CALL to the adoption of DLL in L2 learning / teaching. One critical skill that employers are looking for in the 21-century is for someone to be able to use a language effectively for all forms and interaction and communication.

The evolution of technologies that are employed for learning and teaching languages in line with the general trends in education can clearly be seen by analysing how the time is allocated to suit specific theoretical foundations, applied technologies, and trends in the educational sector. As outlined by

Warschauer (see Warschauer, M. (2004)), the 1970s and 1980s were peculiar in that the behaviourist paradigm was prevalent across the entire CALL field; in that time, the interaction between the computer and the learner took the form of a stimulus-response relationship. In the 1980s and 1990s, behaviourism, which had dominated language teaching, was superseded by the cognitive approach; be that as it may, as Gardner stated (Gardner, 1984), the actual paradigm shift from behaviourism to cognitivism occurred two decades earlier. This period was marked by an emphasis on communicative exercises. Language learning and grammar, which had earlier been characteristic of the educational process, was superseded by fluency, which became the major focus in language learning. During this period, many educators began extensively employing CALL software and language games. The 2000s came to be characterised by an authentic cohesion between learning and social interaction as two mutually-sustaining approaches (Al-Ahdal, A. A. M. H. (2020)) and the increasing popularity of social media and multimedia technologies (Mayer, R. E. (2005)).

In an interesting development, in the 2010s, Chun (Chun, 2019) expanded the framework laid out in Warschauer's perspective (Warschauer, Fotos and Brown, 2004) by adding seamless digital technologies and other technologies with extended language learning spaces to DLL, thus blurring the boundary between formal and informal learning. Learning has become a part of its environment, a fact that facilitates e-learning, multimedia learning, and blended learning with heavy reliance on ubiquitous computing, mobile apps, and wearable devices. Such technological advances have greatly promoted multimedia and multimodal learning in all subject areas, and in the last year due to the pandemic, the pace of development has been further accelerated.

DLL has been rapidly developing in the past 5 years. Major advancements have been achieved in Mobile-Assisted Language Learning (MALL), virtual reality

(VR), and digital game-based language learning (GBLL).

Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is similar to CALL, with the only difference that MALL uses a handheld mobile device instead of computer technology. MALL provides second-language learners with the following:

- a ubiquitous language teaching / learning approach;
- possibility of receiving immediate feedback;
- independent and targeted language learning practice.

The benefits of MALL for second-language learners is that besides basic language and communication skills, it provides them with a set of other specific skills that are vital especially in today's digital world. These skills include social interactivity, context awareness, connectivity, individuality, and immediacy. MALL also encourages new learning methods, as it highlights continuity or spontaneity of access and interaction across different contexts of use.

MALL has increased in popularity with the rapid adoption of mobile devices such as smartphones, tablets, and smartwatches that have successfully redefined the way in which language learning / teaching is conducted. Mobile devices are breaking the boundaries of traditional learning / teaching methods by providing access anywhere and anytime. More importantly, MALL gives the learner the opportunity to master a new language in the real-life context. According to Lai and Zheng (Lai and Zheng, 2018), three key features distinguish MALL as an important language learning / teaching methodology: personalization, authenticity, and connectivity. Tu, Zou and Zhang (Tu, Zou and Zhang, 2020) then later expanded on these and also identified portability, real-time interaction, and situated learning. Some of the most commonly used MALL products and services include commercial products such as *Google Translate*, which provides camera photo translation services. Companies like *Instagram* and *WhatsApp* give social

networking groups the opportunity to conduct L2 learning / teaching and interact with native speakers online.

Game-Based Language Learning (GBLL)

The majority of young people, sometimes called the “smartphone generation”, are die-hard game fanatics. As such, recent years have witnessed a marked increase in research on how games could be used for education, particularly L2 learning / teaching. It is against this background that game-based language learning (GBLL) has become popular in recent years and continues gaining momentum as a viable and scalable solution (Mayer, 2016). GBLL games are designed to be highly engaging and beneficial, structured strictly according to educational objectives and goals. The majority (90%+) of the research on GBLL has thus far focused on English L2 learning / teaching and has employed video games and immersive gaming platforms.

GBLL has specific characteristics for learners.

Figure 5 below shows the positive correlations between learners’ motivation, self-efficacy, and autonomy, and their implementations of game-based language learning and self-regulated language learning.

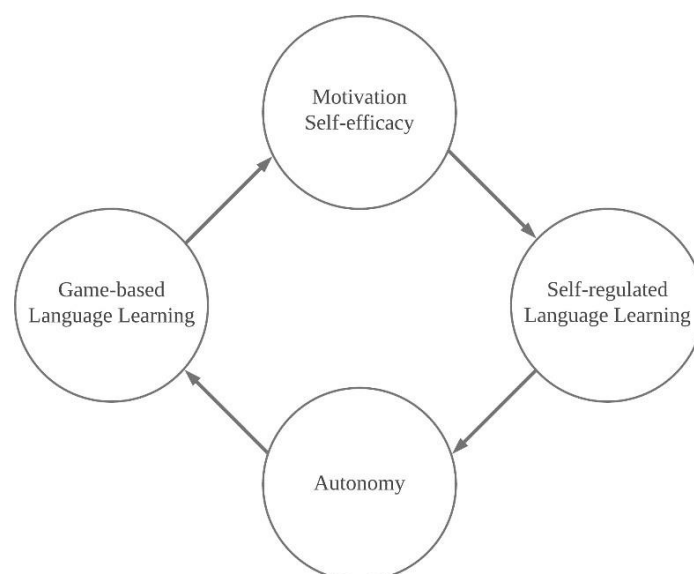


Fig. 5. Positive correlations between learners’ characteristics, and their implementations of GBLL

As is clear from the diagram, learners' motivation and self-efficacy encourage self-regulated language learning.

Virtual Reality (VR)

The education sphere, particularly L2 learning / teaching, is increasingly employing virtual reality (VR) technologies for a better experience. VR refers to a wide range of high-tech virtual environments and products that include dynamic 3D displays projected on computer monitors (desktop or tablet virtual environments; VE); on large screens/walls in amphitheatres, rooms, or specialised cubicles outfitted for 3D images (e.g., CAVE systems); on head-mounted displays (HMD); through devices that show digital image enhancements ('augmented reality' or AR); and through a blend of virtual and real-world objects projected onto HMDs ('mixed reality' or MR). This broad range of VE, VR, AR, and MR vary in immersion (e.g., 360-degree views vs. limited wide-angle views), interactivity (extent of action and movement), social presence (whether there is feeling of being there), and ultimately realism (how realistically VR simulates the real world).

There are two types of VR (Robertson, Card & Mackinlay, 1993): immersive VR (iVR) and non-immersive VR. Both types are for creating authentic environments to enable learning through active and self-exploratory discovery in the virtual environments (Dede, ReferenceDede2009).

The above game-changing shifts in the area of language learning that happened over the past few decades clearly show that DLL will continue concentrating on the development and adoption of new approaches. Today, every part of our lives is now relying on big data and AI one

way or another. Education is one sector that is set to immensely benefit from the advantages brought about by AI technologies (see Godwin-Jones, R. (2018)), of which language learning is a major part. AI and language apps are now being widely used to analyse different types of errors in the work of L2 learners

(Graesser A. C., Chipman P., Haynes B. C., Olney A. (2005)) and provide instant feedback on correct grammar and hints on best writing, and there are many other examples of how AI and big data have become a bedrock of L2 language learning in recent years.

Results and Discussion

The analysis carried out in this work revealed a number of interesting trends. Firstly, while the use of CALL has continued even to the present day, the majority of organizations have fully embraced DLL technologies as the standard technologies for L2 education and learning. Secondly, increasing mobility across the world, particularly from former Soviet states to the Russian Federation and from former colonies to English-speaking countries, has necessitated a further need for the adoption of more advanced technologies for teaching and learning both the Russian languages and English. Against this background and realising this rising demand, AI-developers have begun developing more advanced digital technologies based on both the older CALL and the currently-trending DLL technologies. This is making L2 education more technology-focused and highly interactive. However, the article revealed the apparent shortcomings of these developments, including the lack of accessibility and the rather slow pace of development.

Conclusion

The rapid development of digitalization and AI has led to the rise in the development and adoption of many various language learning technologies, tools, and solutions particularly for English L2. DLL has been proven to be an important approach that many educational institutions, industries, and various organizations have begun utilizing. The basis for the development of DLL, primarily starting from CALL, was analysed. The DLL solutions that are currently available on the world market have been identified, while the prospects for their further

development and the rise of other products and solutions were investigated. It is therefore possible to conclude that DLL is here to stay, and against these backgrounds, educational institutions, businesses, and industries in general must begin concerting their efforts in harnessing the benefits of DLL. Further, there is a need for a cohesive approach in which businesses and industries must work with educational institutions to train better equipped professionals ready for a global approach to business characterized by a multilingual operating environment.

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СОВРЕМЕННЫЕ ЦИФРОВЫЕ РЕШЕНИЯ ДЛЯ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ И ИХ ПЕРСПЕКТИВЫ

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Аннотация. В этой статье рассматриваются современные решения, которые в настоящее время внедряются в цифровизацию иноязычного образования в мире в целом, с особым акцентом на английский язык, и в России, в частности, с особым акцентом на русский язык. Сначала в статье обсуждаются два фактора, которые в основном обуславливают необходимость разработки цифровых решений в сфере иноязычного образования, а именно растущая мобильность населения, уровни миграции и быстрое развитие цифровых решений, и их внедрение в различных секторах в последнее десятилетие. В статье показано, почему рост мобильности населения и уровней миграции в мире, наряду с продвижением цифровых решений в более широком образовательном пространстве, за последние два десятилетия двадцать первого века обусловили необходимость разработки и внедрения цифровых решений для иноязычного образования и обучения. Исходя из этого, в статье проводится конкретный анализ всплеска разработки, внедрения и внедрения цифровых решений в иноязычное образование, а также перспектив дальнейших достижений в этой области, в частности, исследование различных предлагаемых новых цифровых продуктов и решений, меняющих правила игры на рынке иноязычного образования образовательными учреждениями высшего образования с последующим исследованием их эффективности, недостатков и областей, в которых они могли бы быть улучшены в этой области. Кроме того, проводится исследование все более сложных требований к лингвистическим навыкам среди специалистов, работающих в различных отраслях промышленности в Российской Федерации и по всему миру, которые связаны с растущей потребностью в создании рабочей силы, обладающей необходимыми навыками и ноу-хау для внедрения цифровых решений в иноязычное образование, а также о том, как различные экономические структуры повысили спрос на эти компетенции на фоне стремительной глобализации промышленности и торговли в целом.

Ключевые слова: *мобильность населения, миграция, цифровизация, цифровые решения, искусственный интеллект, языковое обучение, инновации, технологическое развитие, иноязычное образование, обучение иностранным языкам.*

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STUDENTS' PERCEPTION AND ANALYSIS OF THE TEACHING METHOD AND TEACHING STRATEGIES IN ERANITRI'S YOUTUBE VIDEO FOR TEACHING GRAMMAR

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Abstract. The influence of modern technology advancements has led to a widespread adoption of social media as a tool for English language learning. Due to social media, teaching English is no longer constrained by time or place. YouTube is a medium that can be used to teach English grammar, Eranitri is one of the content creator who used YouTube as media for teaching grammar. This study aims to analyze students' perception of teaching method, teaching strategy and teacher performance of Eranitri's Youtube video for teaching grammar. The participants were ten graduated students of English Education at Universitas Pancasakti Tegal. Data collection conducted by Observation Checklist, Questionnaire and Sentiment Analysis. face validity and content validity were used to meet validity the questionnaire. There are two types of questionnaire, the first questionnaire used to analyze students' perception of teaching method in Eranitri's YouTube videos and the second questionnaire used to analyze students' perception of teaching strategy used by Eranitri in her YouTube videos. The result show that the highest strongly agree and agree response of questionnaire teaching method is from the criteria Grammar Translation method strongly (75% and 25%), then in the questionnaire of teaching strategies majority positive answer strongly agree and agree is from the criteria boardwork presentation, concept map, analogy,

questioning, and wait time strategy (30%-70%). According to five categories (Organization, Active and Engaged Learning, Rapport, Credibility and control, Presentation) in the observation checklist and Sentiment Analysis which is used to analyze Eranitri performance as teacher in her YouTube Videos, most respondents give the positive answer in categories 1,2,4, and 5 (35%-80%). The conclusion of this study is Eranitri used Grammar Translation method for teaching in her YouTube videos, she also used 5 strategies for teaching; boardwork presentation, concept map, analogy, questioning and wait time strategy, then Eranitri has good performance as teacher but bad in the rapport or knowing and responding the students.

Keywords: *perception, teaching methods, teaching strategy, teacher's performance, YouTube, grammar, grammar translation method, students' analysis, teaching grammar, content creators.*

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Introduction

In globalization, technology plays a crucial part in people's life, and it influences all aspects of life. According to K. Srivastava & Dey (2018), the evolution of electronic media has impacted people from all areas of life. It is also true in the field of education. In addition, Prihatin (2019) said that the development of the industrial revolution and technology also affected the teaching of English in Indonesia because technology became important in the development of languages that could not be separated from one another. Moreover, according to Muhammad Et. Al in Cahyana (2020) YouTube is a free social media platform that allows its users including students and teachers worldwide, to watch and upload videos easily. Therefore, with unlimited access to YouTube worldwide, students will easily get references to grammar material. They can learn videos from their teachers or other learning content creators.

Talking about content creators who create English learning video, one of the most well-known in Indonesia is Eranitri. Bahri et al. (2022) explained that

Eranitri is one of the top five content creators selected from the most popular hashtags on TikTok related to learning English with the hashtag #samamasiswa (79.4 billion views) in the hashtag #samamasiswa the five best content creators can be seen based on the number of followers, videos, likes, and content presented. After receiving many likes, views, and requests from TikTok netizens for her to create a YouTube channel about English learning videos, Eranitri finally decided to create her own YouTube channel with the name "Eranitri". Bahri et al., (2022) also said that the number of followers and likes on Eranitri's video show that Eranitri's content has a pretty interesting appeal to the audience. Much content is delivered interestingly and explained concisely but in quite an easy-to-understand manner.

Based on the explanation above, the author researched Eranitri's teaching method and teaching strategy in the grammar learning video on her YouTube channel. It was based on the perception of ten graduated students of English education. The researcher chose Ten graduated students of English Education Universitas Pancasakti Tegal as the sample because they have received deeper learning about TEFL methodology and practised the teaching process using some TEFL method in micro-teaching during their study.

Literature review

Relating to the Larsen Freeman theory in Anabokay & Suryasa (2019), describe seven teaching methods usually used by EFL teacher: The Direct Methods, Grammar Translation Methods, Suggestopedia, The Audio Lingual Methods, The Silent Way, Community Language Learning, and Total Physical Response. According to Gill & ., (2017), the teaching method is a style of presenting content in the classroom, and it is a practical implementation of an approach in a system by a procedure. It entails deciding what will be taught and in what order it will be presented. Therefore, Prospective & Corps (2018)

suggested using selected language teaching methods for teaching grammar as follows: **Direct Method**. According to (Waheed, 2018), the direct method is a language teaching method that demonstrates a direct or instantaneous correlation between experience and expression, between English word, phrases or idioms and their meaning, through presentation and dramatization without the use of the mother tongue. **Grammar Translation Method**. According to Megawati (2017), the Grammar Translation method is a method of teaching the target language which combines the grammar method and translation method in which students understand the target language with the translation of reading. **Audio Lingual Method**. According to Alemi, Maedeh & Tavakoli (2019), The Audio Lingual Method is a method of teaching English that is used to develop and improve students' speaking skills. Through practices and exercises in understanding other people's word in everyday conversation situations, students are emphasized in understanding listening and speaking skill in this method. This method focuses on exercises, drills, memorizing vocabulary, and reading texts in its implementation. **Communicative Approach**. Based on Sri Sulastri (2018) communicative approach is teaching method which has main concept in communication competence, this approach emphasizing the goal of second language learning gain the students' communication competence. The teacher's knowledge of grammar remains students competence in communication in certain situations. **Total Physical Response**. Total physical response (TPR) is a method of teaching English that involves giving students orders in the target language and then asking them to reply using gestures.

Therefore, According to Waheed (2018), a teaching strategy is a detailed concrete strategy or trick designed to achieve a short-term goal. Teaching strategies are formulating a policy before the content presentation to achieve teaching objectives. It is a type of goal-achieving planning. Therefore, in teaching

grammar, teachers also need to decide the appropriate and innovative teaching strategy to effectively achieve the goal of learning. According to (Bezusa & Samoilyukevych, 2020), several innovative strategies can be used by EFL teachers in teaching grammar, such as Using songs and Poems, Using Games, Story Telling, Using Other media, Board work Presentation, using students and teachers, using realia, Dialogue Building, Dictation, Dictogloss, Concept Map, Analogy, Questioning and Wait Time Strategy.

Method

The researchers employ a qualitative approach in this study. Qualitative research explores a problem in depth, utilizing approaches that allow researchers to provide in-depth thoughts and interpretations without numerical measurements. The type of this Qualitative Research is the case study. Using a case study is to analyze and describe each person individually for his/her activity, special needs, life circumstance, life situation, and life history. A group of people such as a school, department, and teaching staff. A problem or several problems, processes, phenomena, or events in a particular institution in great detail. A case study is referred to as a descriptive technique in these studies if we stay on the descriptive level, but when we move to the causal level, the case study transforms into a causal experimental method—an expert, J. Sagadin states (Personal & Archive, 2018).

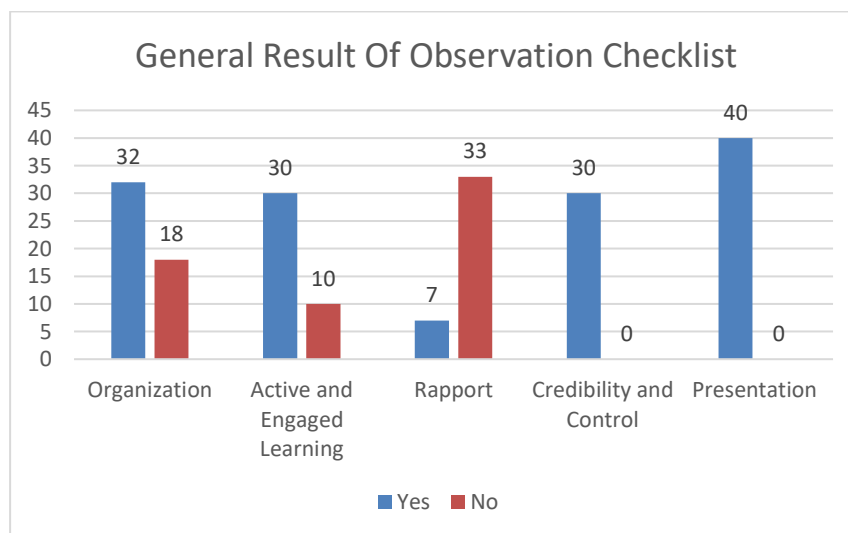
The subject of this research is 10 Graduated Students at English Education Program Universitas Pancasakti Tegal. The sample is selected using the Probability sampling method. The term "probability sampling method" refers to a sampling technique where subjects are chosen without consideration for bias or prejudice and where each population unit has an equal or predefined probability of being included in the sample (Shukla, 2020). The data collecting techniques used in this research are observation, questionnaire and Sentiment Analysis. There are

observation checklists and questionnaires as instruments of this research. The researcher collects data using two closed-ended questionnaires. The first questionnaire used to analyze the teaching method is from Eranitri's youtube video. This questionnaire consists of the theory from Prospective & Corps (2018), which has suggested the selection teaching method for using teaching grammar. The second questionnaire analyses the teaching Strategy from Eranitri's youtube video. This questionnaire consists of the theory from Bezusa & Samoylyukevych (2020), which has explained several innovative strategies that EFL teachers can use in teaching grammar. The researcher used a Google form with certain questions for the responders to answer to collect data. Face validity and content validity are used to validate the questionnaire.

Results and discussion

The general result of the observation checklist can be read in Chart 1:

Chart 1. General Result of Observation Checklist



As we can see from the general result above, in **category 1**, which is Organization, there are five items which respondents must answer. The total score of this category is 50. However, the results show that most respondents filled the checklist with yes (64%), with a total answer of 32. In the five items, the

rest answered no (36%), with a total answer of 18. It means that most respondents found that Eranitri has a good score in the Organization of the learning process. Organization means the selection, grouping, and arrangement of various activities deemed necessary to reach the objective, the assignment of individuals to carry out these tasks, the provision of suitable physical environment factors, and the designation of relative authority delegated to each accountable person. They were carrying out each relevant activity (S. Srivastava, 2018).

While in category 2, “Active and Engaged Learning”, consists of 4 items and a total score of 40. Ten respondents filled out the checklist no (25%). However, most respondents answered the checklist with yes (75%). It can be considered that Eranitri has completed the category of active and engaged learning because most of the criteria of this category has completed. In line with those result, an expert outline six strategies to help develop active and engaged online learning they are; 1) developing a group or community, 2) designing the lesson expectation, 3) using online tools to promote interaction between students and teacher, 4) encourage students to share the ideas, 5) giving direct feedback, 6) student-centred learning (Khan et al., 2017).

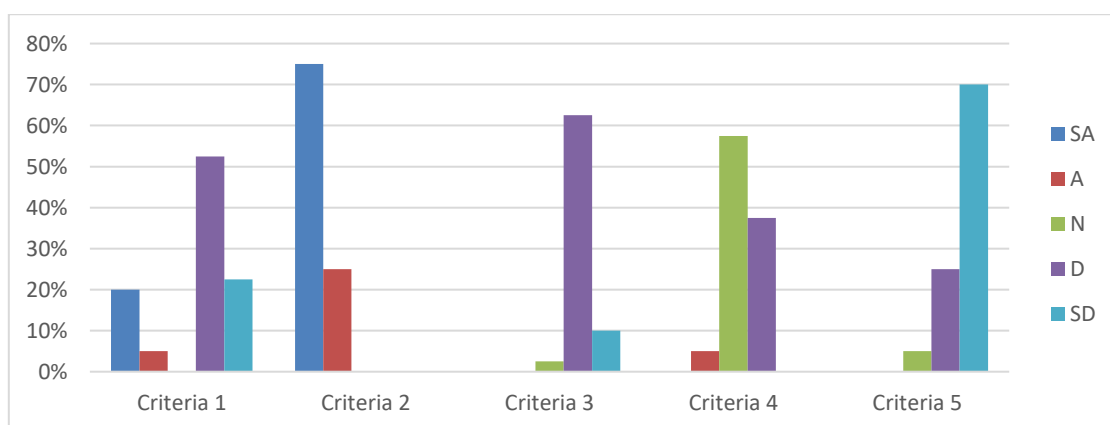
Category 3, “Rapport”, consists of 4 items with a total score of 40. In this category, most respondents filled the checklist no (82,5%), meaning Eranitri did not do the activities related to students with teacher interaction and how teachers treat students, but also their respondents filled out the checklist yes (17,5%). In line with this result as an expert M.Kousa Paivi said the main challenge faced by teacher in conducting learning using video is non-authentic interaction between teacher and students, the lack of spontaneity of teachers’ reponses cause the learning process not conducted in face to face environment (Cahyanigsi & Kurniawan, 2021).

In category 4, which consists of 3 items with a total score of 30, all the respondents filled the checklist yes (100%), which means that all respondents considered that Eranitri has confidentiality, credibility and the ability to control the learning process.

Category 5, "Presentation", Consists of 4 items with a total score of 40. All respondents also filled out the checklist yes (100%), and no one filled out the checklist no in all items of this category. It means that all respondents considered Eranitri capable of presenting the subject matter, according to (Harris, 2018) presentation skill for teacher including in several aspect; audibility reffers to your voice must be heard by the students. Pace refers to the speed you speak, Pitch refers to the musical quality of the teacher's voice and Articulation/pronunciation refers to how to pronounce the word correctly. Energy and enthusiasm convey eye contact, gesture and movement the teacher made.

The general result of the Questionnaire teaching method can be read in Chart 2:

Chart 2. General Result of Questionnaire Teaching Method



In criteria 1, Direct method, most of the respondents (52,5%) chose to disagree that Eranitri employed Direct Method in her YouTube video, then 22,5% of respondents choose strongly disagreed that she employed the Direct method

in her YouTube video and the rest, 20% choose strongly agree, and 5% choose to agree.

In Criteria 2, Grammar Translation Method, most respondents (75%) strongly agree that Eranitri employed Grammar Translation Method in her YouTube videos, and the rest (25%) agree that Eranitri Employed Grammar Translation Method in her YouTube videos.

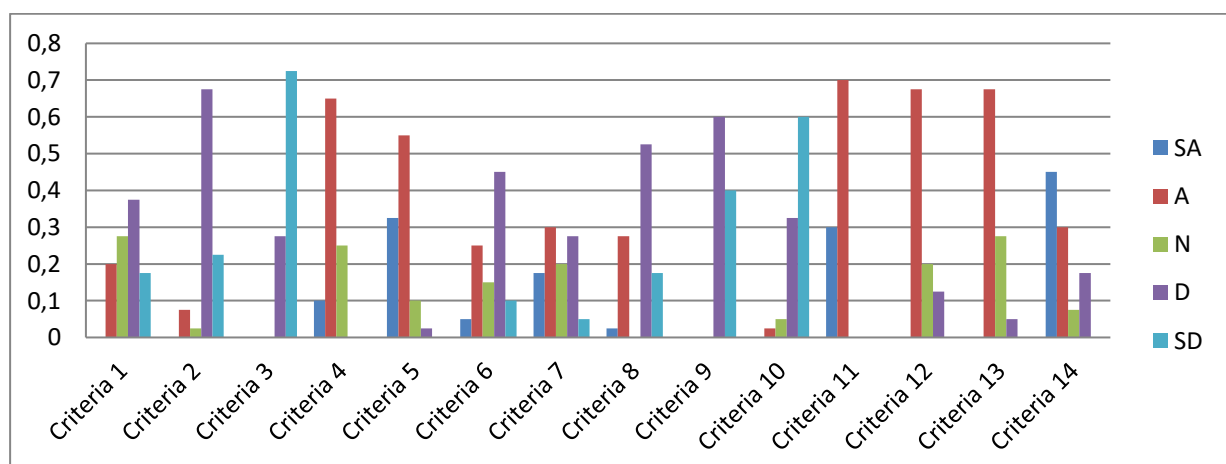
In criteria 3, Audio Lingual Method, most of the respondents (62,5%) chose strongly disagree that Eranitri employed a communicative approach in her Youtube videos, the second highest score is from the answer strongly disagree (10%) then the rest of the respondents (2,5%) choose Neutral that Eranitri Employed ALM in her YouTube videos.

In Criteria 4 Communicative Approach, most of the respondents answer neutral between agree and disagree (57,5%), then the second highest score is from the answer disagree (37,5%), and the rest is from the answer agree (5%).

In the last category Total Physical Response, the highest score is from the answer strongly disagree (70%), the second highest score is from the answer disagree (25%), and the rest is from the answer neutral between agree or disagree (5%).

General Result of Questionnaire Teaching Strategy can we read in Chart 3:

Chart 3. General Result of Teaching Strategy Questionnaire.



In Criteria 1, using song and poems, the result shows that the highest score of the answer comes from the answer disagree (37,5%), then the second high score from the answer neutral between agree and disagree (27,5%), while from the answer agree has 20% and the rest is from the answer strongly disagree 17,5%.

In Criteria 2, using games, the result shows that the highest score of the answer comes from the answer disagree (67,5%), then the second high score from the answer disagree (22,5%), while from the answer agree has 7,5%, and the rest is from the answer neutral between agree and disagree 2,5%.

In Criteria 3, using Story Telling, the result shows that most respondents answer strongly disagree (72,5%), and the rest is from the answer disagree 27,5%.

In Criteria 4, using other media, the highest score is come from the answer agree (65%), the second highest score is from the answer neutral between agree and disagree (25%), and the rest is from the answer strongly agree (10%).

In Criteria 5, using board work Presentation, the highest score comes from the answer strongly agree and agree (30-55%), 10 % from the answer neutral between agree and disagree (10%), and the rest is from the answer disagree (2,5%).

In Criteria 6, Using students and you, the teacher, the highest score is from the answer disagree (45%), the second high score is from the answer agree (25%), then from the answer neutral between agree and disagree (15%), and the rest of the answer Strongly agree (5%).

In Criteria 7, using realia, the highest score is agreed (30%), then the next has disagreed (27,75%), the answer is neutral between agreed and disagreed (20%), strongly agreed (17,5%), and the rest of the answer strongly disagreed (5%).

In Criteria 8, using dialogue building, the highest score is from the answer disagree (52,5%), the next is from the answer agree (27,5%), the next is from the answer strongly disagree (17,5%), and the rest from the answer strongly agree (2,5%) nobody answers neutral between agree and disagree.

In Criteria 9, using dictation, all the respondents gave negative responses 60% answered disagree, and 40% answered strongly disagree.

In Criteria 10, using dictogloss, most respondents answered strongly disagree (60%), the next highest score was from the answer disagree (32,5%), then 5% of respondents answered neutral, and the rest answered 2,5%.

In Criteria 11, using a concept map, all the respondents gave positive responses, with 70% answering agree and 30% answering strongly agree.

In Criteria 12, analogy, the highest score is from the answer agree (67,5%), the next is from the answer neutral between agree and disagree (20%), and the rest is from the answer disagree (12,5%).

In the criteria 13 questioning, the highest score is from the answer agree (67,5%), the next is from the answer neutral between agree and disagree (27,5%), and the rest from the answer disagree (5%).

In the last criterion, wait time strategy, most respondents answered strongly agree and agree (10%-70%), but 17,5% answered they disagree, and the rest 7,5% answered neutrally between agree and disagree.

The General Result of the Sentiment Analysis can be read in Table 1:

Table 1. General Result of Sentiment Analysis

Video	Response of video		Comment										Total Comments
			Organization		Active and engaged learning		Rapport		Credibility and control		Presentation		
	Like	Unlike	+	-	+	-	+	-	+	-	+	-	
1	6900	0	7	2	0	0	0	0	34	0	24	4	71
2	2800	0	4	2	0	0	0	0	4	0	11	2	23
3	1800	0	4	1	0	0	0	0	0	0	8	3	16
4	1700	0	5	0	0	0	0	0	0	0	4	1	10
5	949	0	5	0	0	0	0	0	0	0	6	0	11
6	852	0	8	0	0	0	0	0	0	0	7	0	15
7	666	0	4	0	0	0	0	0	0	0	2	3	9
8	719	0	5	0	0	0	0	0	0	0	3	0	8
9	541	0	4	0	0	0	0	0	0	0	4	0	8
10	475	0	4	0	0	0	0	0	0	0	1	0	5
Total	17402	0	50	5	0	0	0	0	38	0	70	13	176
Total Percentage			28%	3%	0%	0%	0%	0%	22%	0%	40%	7%	100%

*NB: + (Positive Comment) - (Negative Comment)

From the result above, we can see that Eranitri got the highest good comments from the viewer in the presentation category (40%), which means she had a good presentation in the learning process. She also got good evaluations or comments from the category organization class (28%) and commented about her credibility and control in the learning process (22%).

Conclusion

Based on the data collected in the previous chapter, the results show that based on the several categories described in the questionnaire and their respective characteristics, the most characteristic of the teaching method that follows the learning method on YouTube Eranitri is the grammar-translation method. Almost all respondents responded positively; 75% of Respondents answered that they strongly agreed with the characteristics of the grammar-translation method in the Eranitri learning video and the remaining 25% of

respondents agreed with the characteristics of the grammar-translation method in the Eranitri learning video.

Eranitri uses teaching strategies in her youtube video; board work presentation, concept map, analogy, questioning and wait time strategy. While for the teaching strategy, there were 5 categories indicating that the research subjects agreed on the appropriateness of each existing activity against the characteristics of the category. In the board work presentation category, the result shows that 32.5% of respondents gave a response that strongly agreed, and 55% of respondents answered that they agreed. All respondents gave positive answers in the concept map category; 30% answered strongly agree, and 70% answered they agreed. In the third category, namely analogy, in this category, there were 67.5% of respondents answered in agreement. It is similar to the analogy; in the questioning category there were 67.5% of the respondents answered agree and lastly in the wait time strategy category, 45% of the respondents answered strongly agreed and 30% answered that they agreed.

Based on the checklist observation and Sentiment analysis, the teacher's performance in the Eranitri youtube video has good evaluation and can be a reference for teachers to teach grammar. In the organization category, the checklist shows 64% of the sample giving a positive assessment, supported by the number of positive comments from netizens in the organization category by 28%. The active and engaged learning Eranitri category received a positive response from the research sample, as much as 75% but no positive comments in this category. Eranitri has a large percentage (82.5%) of negative responses in the rapport category. It shows that Eranitri has deficiencies in responding to and treating students. On credibility and control, Eranitri got a positive response from respondents; in the comments column, he got 22% positive comments in this category. In the last presentation category, Eranitri received a fully positive

response from respondents (100%) and 40% positive comments on the YouTube video. Therefore, it can be concluded that Eranitri is good in all aspects of the instructional learning video category except in the rapport category; she knows less about treating and interacting with the students.

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ВОСПРИЯТИЕ И АНАЛИЗ УЧАЩИМИСЯ МЕТОДА
ПРЕПОДАВАНИЯ И СТРАТЕГИЙ ПРЕПОДАВАНИЯ В
ВИДЕОРОЛИКЕ ERANITRI НА YOUTUBE ПО ОБУЧЕНИЮ
ГРАММАТИКЕ

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Аннотация. Влияние современных технологических достижений привело к широкому распространению социальных сетей в качестве инструмента изучения английского языка. Благодаря социальным сетям преподавание английского языка больше не ограничено временем или местом. YouTube - это средство, которое можно использовать для обучения грамматике английского языка, Эранитри - одна из создателей контента, которая использовала YouTube в качестве средства обучения грамматике. Целью этого исследования является анализ восприятия учащимися метода преподавания, стратегии преподавания и работы преподавателя в видеоролике Эранитри на Youtube по обучению грамматике. Участниками были десять студентов-выпускников факультета английского языка Университета Панчасакти Тегал. Сбор данных проводился с помощью контрольного списка наблюдений, анкетирования и анализа настроений. Для проверки достоверности анкеты использовались достоверность лица и достоверность содержания. Существует два типа анкет: первая анкета используется для анализа восприятия учащимися метода преподавания в видеороликах Эранитри на YouTube, а вторая анкета используется для анализа восприятия учащимися стратегии преподавания, используемой Эранитри в ее видеороликах на YouTube. Результаты показывают, что наибольшее количество положительных ответов "полностью согласен" и "согласен с методом преподавания" в анкете получено в соответствии с критериями "Метод перевода грамматики" (75% и 25% соответственно), затем в анкете "Стратегии преподавания" большинство положительных ответов "полностью согласен" и "согласен" получено в соответствии с критериями "презентация настольной работы", "концептуальная карта", "аналогия", "опрос" и "стратегия времени ожидания" (30%-70%). Согласно пяти категориям (Организация, Активное и вовлеченное обучение, Взаимопонимание, Доверие и контроль, Презентация) в контрольном списке наблюдений и анализе настроений, который используется для анализа работы Эранитри в качестве преподавателя в ее видеороликах на YouTube, большинство респондентов дают положительный ответ в категориях 1,2,4 и 5 (35%-80%). Вывод этого исследования заключается в том, что Эранитри использовала метод перевода грамматики для обучения в своих видеороликах на YouTube, она также использовала 5 стратегий обучения; презентация на доске, концептуальная карта, аналогия, вопросы и стратегия ожидания, затем Эранитри хорошо работает в качестве преподавателя, но плохо ладит с учениками или знает их и реагирует на них.

Ключевые слова: *восприятие, методы преподавания, стратегия преподавания, работа преподавателя, YouTube, грамматика, метод перевода грамматики, анализ учащихся, преподавание грамматики, создатели контента.*

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