

**СДЕЛАЕМ ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ УСПЕШНЫМ И
ЭФФЕКТИВНЫМ**

MAKING LEARNING RELEVANT AND EFFECTIVE

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Аннотация: В данной статье делается попытка описать методику работы со студентами лингвистами и студентами дополнительного профессионального образования. Успешность в изучении иностранного языка возможна благодаря применению различных методов: использование тестовой методики, привлекая студентов к созданию тестов (учись на практике), использование проектно-кейсовой методики для повышения уровня межкультурной компетенции. Все это создает более благоприятную учебную среду, повышает мотивацию к изучению иностранного языка.

Ключевые слова: тестовая методика (учись на практике); проектно-кейсовая методика; мотивация.

Abstract: In this article an attempt was made to describe the ways and techniques of working with student linguists and adult students. Success in learning foreign languages can be achieved if teachers are eclectic using ideas and activities from different schools of thought: e.g. asking students to set up their own tests (learn by doing) and also using project-based approach to raise cultural awareness of students. The variety of teaching methods leads to better learning environment and motivates students to learning foreign languages.

Key words: test methodology, learn by doing; project-based approach; motivation.

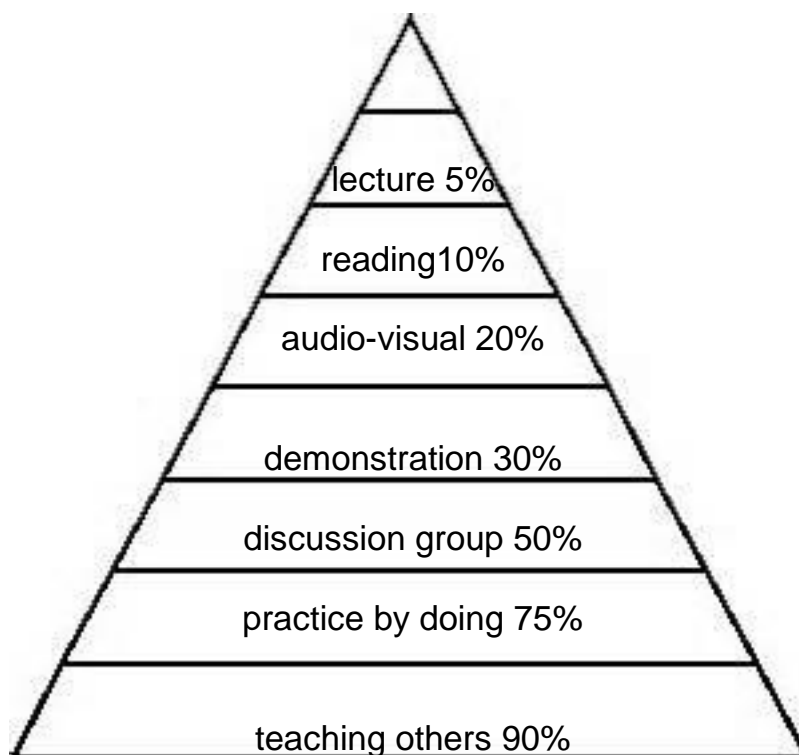
In our classes with adult students and student linguists, we have always gone to great lengths to create a positive learning environment and to ensure that the lessons were enjoyable and motivating. Increasingly, however, we found ourselves wondering what the students were actually learning. They were getting lots of speaking practice, that's for sure, especially with a native speaker, but we started to wonder whether this "practice" and "confidence building" was actually helping them to improve their English? We had some questions which all teachers need to ask themselves:

- Are our students capable of more, much more?
- Have the tasks and techniques used in class become rituals and ends in themselves?

- How can we stop covering the material of the course book and start focusing on the potential for deep learning?

We all know that in reaching a high level of skill or performance, the one common factor to exceptional performers, whether in sports or music, is practice—lots of practice, years and years of it. In other words, students who demonstrate exceptional levels of performance are able to do so not so much because they have an innate, inbuilt talent, but because they have an incredible work ethic and are willing to put in hours and hours of daily practice, year after year [2].

Nevertheless, for practice to be of any real use, it needs to be designed and guided by a teacher. While practice is a crucial element for learning, it takes effective teachers to organise the sequence of appropriate training tasks and



monitor improvement.

So, we have decided to give our students freedom to set up their own tasks while guiding them and monitoring their improvement. Students learn and remember better if they learn by doing. The following learning pyramid shows that students learn better when they teach others with 90% retention; when they practice by doing they retain 75% of the material covered; and when participating in discussion groups they remember 50%. In other words, the average learning retention rate is shown in the learning pyramid: The students are asked to set up their own tests for the lexical material of the book, *Market Leader. Working across*

Cultures, by A. Pilbeam Longman (2010) [3]. The book consists of 18 units. After covering three units with the students, we asked them to set up their own tests, guiding and helping them to formulate the tasks. There are five assignments in the test such as: fill-in-the-blanks; matching the sentence halves; putting words in the correct order; translation; answering questions and others.

Sometimes the students come up with their own creative assignments such as crosswords. The teacher's role is to check the tests in terms of grammar accuracy, relevance of word-partnerships and so on. After checking the tests, the students take each other's tests. (See the appendix with the examples of the tasks in students' tests.)

Another approach which we use in our classes, such as Business Communication Across Cultures, is the project-based approach. With the aid of Laura M. English and Sarah Lynn's textbook, *Business Across Cultures, Effective Communication Strategies* [4], this course epitomizes the philosophy of "learning by doing". Though students listen to a native English speaker lecture on essential aspects of successful cross-cultural business ventures, the strength of the course comes from in-class discussions, role-playing, and projects which make the concepts taught relevant to the real business world. While studying general cultural differences, students are asked to apply concepts covered in class to a typical business scenario. This method of teaching helps students not only change the way they may once have viewed a society, but it also helps them apply communication skills to real life situations.

Each of the ten units in Business Communication Across Cultures introduces a problematic case study in which students work in groups to analyze the problems as well as find real life solutions in a multi-cultural business setting. Role-playing is also used frequently, giving students opportunity to discover cultural challenges in the business world and to understand how to communicate more effectively in different cultural situations. After the first three units, students prepare a research paper on a country of their choice where they consider starting a business venture, applying what they have learned about that country's culture and business practices. By the end of the course, students make use of all of their newly acquired skills and knowledge of effective business communication in another culture as they prepare a class presentation. Acting as if in the real business world, each student assimilates the position of preparing and training their "colleagues" to do business in another country, focussing on business practices and being sensitive to cultural values. Thus, students finish the course once again reviewing and

implementing important skills for effective communication in the global business world.

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts and that no one teaching method is inherently superior to the others. Teachers need to be eclectic, taking activities and ideas from different schools of thought. Therefore, our linguistic faculty utilizes a variety of teaching methods to produce effective and relevant learning situations to equip the student to be successful in the business world.

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Appendix

Test (Units 4–6)

1) Match the words with their definitions.

1. beachhead	1. fierce criticism or opposition
2. listed	2. a hidden or unsuspected danger or difficulty
3. bashing	3. a position in a market that a company achieves and that it hopes to make stronger in the future
4. pitfall	4. established and tested many times
5. well-proven	5. stock exchange

2) Use the words in bold to complete the sentences.

1. eligible **2. follower** **3. majority** **4. least** **5. downward**

1. Mitsubishi Fuso is a truck maker _____ owned by Daimler.
2. Companies bringing their business models to foreign markets inevitably adjust it _____.
3. Schindler was severely criticised in Japan for a number of reasons, not _____ for its inadequate decision-making process.
4. In 2000-2005 Dell had a strong _____ position in China's PC market.

5. _____ customers could order PCs online but they paid on delivery anyway.

3) Translate the following words and expressions into Russian.

1. Attrition rate
2. Model corporate citizen
3. Gross misjudgment
4. To take legal action against smb.
5. To force-fit

4) Fill in the gaps using synonyms of the verbs in brackets.

1. To _____ local idiosyncrasies (fit in)
2. To _____ risks (diminish)
3. To _____ employees (keep)
4. To _____ one's image (re-establish)
5. To _____ work (reproduce)

5) Provide definitions to the following words.

1. A hub:
2. Job-hopping:
3. Malfunction:
4. Remorse:
5. Customisation:

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УЧЕТ ВОЗРАСТНЫХ ОСОБЕННОСТЕЙ ШКОЛЬНИКОВ В ОБУЧЕНИИ ПЕРЕВОДУ

TAKING INTO ACCOUNT THE AGE OF STUDENTS IN THE TEACHING OF TRANSLATION

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Аннотация: Целью данной статьи является рассмотрение возрастных особенностей, которые необходимо учитывать педагогу в процессе обучения