САМДУ ҲУЗУРИДАГИ
МИНТАҚАВИЙ МАРКАЗИ

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ТЕХНОЛОГИЯГА АСОСЛАНГАН ТИЛ ЎҚИТИШ

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ

САМАРҚАНД ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ

“ТЕХНОЛОГИЯГА АСОСЛАНГАН ТИЛ ЎҚИТИШ” МОДУЛИ БЎЙИЧА

Ў Қ У В – У С Л У Б И Й М А Ж М У А

Қайта тайёрлаш ва малака ошириш курси йўналиши: Филология ва тилларни ўқитиш: инглиз тили

Тингловчилар контингенти: Олий таълим муассасалари профессор-ўқитувчилари

Самарқанд – 2021

Модулнинг ўкув услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил “7”-декабрдаги 648-сонли баённомаси билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

Тузувчилар: Обруева Г. - ф.ф.н., доцент, СамДЧТИ

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Ўқув-услубий мажмуа Самарқанд давлат университети илмий-методик кенгаши томонидан нашрга тавсия этилган (2020 йил “28” декабрдаги 4-сонли баённомаси).

М У Н Д А Р И Ж А

I. Ишчи дастур

Кириш

Дастур Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сон, 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сон, 2019 йил 8 октябрдаги “Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПФ-5847-сонли Фармонлари, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги 797-сонли ҳамда Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли қарорларида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган бўлиб, унинг мазмуни Кредит модул тизими ва ўқув жараёнини ташкил этиш, илмий ва инновацион фаолиятни ривожлантириш, таълим жараёнига рақамли технологияларни жорий этиш, махсус мақсадларга йўналтирилган инглиз тили, мутахассислик фанлар негизида илмий ва амалий тадқиқотлар, ўқув жараёнини ташкил этишнинг

замонавий услублари бўйича сўнгги ютуқлар, педагогнинг креатив компетентлигини ривожлантириш, таълим жараёнларини рақамли технологиялар асосида индивидуаллаштириш, масофавий таълим хизматларини ривожлантириш, вебинар, онлайн, «blended learning», «flipped classroom» технологияларини амалиётга кенг қўллаш бўйича тегишли билим, кўникма, малака ва компетенцияларни ривожлантиришга йўналтирилган.

Қайта тайёрлаш ва малака ошириш йўналишининг ўзига хос хусусиятлари ҳамда долзарб масалаларидан келиб чиққан ҳолда дастурда тингловчиларнинг мутахассислик фанлар доирасидаги билим, кўникма, малака ҳамда компетенцияларига қўйиладиган талаблар такомиллаштирилиши мумкин.

Қайта тайёрлаш ва малака ошириш курсининг ўқув дастури қуйидаги модуллар мазмунини ўз ичига қамраб олади:

Курснинг мақсади ва вазифалари

Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш курсининг **мақсади** педагог кадрларни инновацион ёндошувлар асосида ўқув-тарбиявий жараёнларни юксак илмий-методик даражада лойиҳалаштириш, соҳадаги илғор тажрибалар, замонавий билим ва малакаларни ўзлаштириш ва амалиётга жорий этишлари учун зарур бўладиган касбий билим, кўникма ва малакаларини такомиллаштириш, шунингдек уларнинг ижодий фаоллигини ривожлантиришдан иборат.

Курснинг **вазифаларига** қуйидагилар киради:

- “Филология ва тилларни ўқитиш: инглиз тили” йўналишида педагог кадрларнинг касбий билим, кўникма, малакаларини такомиллаштириш ва ривожлантириш;
- педагогларнинг ижодий-инновацион фаоллик даражасини ошириш;

- мутахассислик фанларини ўқитиш жараёнига замонавий ахборот-коммуникация технологиялари ва хорижий тилларни самарали татбиқ этилишини таъминлаш;
- махсус фанлар соҳасидаги ўқитишнинг инновацион технологиялари ва илғор хорижий тажрибаларини ўзлаштириш;

“Филология ва тилларни ўқитиш: инглиз тили” йўналишида қайта тайёрлаш ва малака ошириш жараёнларини фан ва ишлаб чиқаришдаги инновациялар билан ўзаро интеграциясини таъминлаш.

Курс якунида тингловчиларнинг билим, кўникма ва малакалари ҳамда компетенцияларига қўйиладиган талаблар:

“Кредит модул тизими ва ўқув жараёнини ташкил этиш”, “Илмий ва инновацион фаолиятни ривожлантириш”, “Педагогнинг касбий профессионаллигини ошириш”, “Таълим жараёнига рақамли технологияларни жорий этиш”, “Махсус мақсадларга йўналтирилган инглиз тили” модуллари бўйича тингловчиларнинг билим, кўникма ва малакаларига қўйиладиган талаблар тегишли таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлиги ҳамда компетентлигига қўйиладиган умумий малака талаблари билан белгиланади.

Махсус фанлар бўйича тингловчилар қуйидаги янги билим, кўникма, малака ҳамда компетенцияларга эга бўлишлари талаб этилади:

Тингловчи:

- тилшуносликда тизимли таҳлил этиш механизимларини;
- инглиз тилини ўқитишнинг назарий ва коммуникатив ёндашув асосларини;
- инглиз тилини ўқитишнинг умумевропа стандартлари талабларини;
- инглиз тилини ўқитиш тамойиллари ва методларини;

- ўқув материалларининг қийинчилик даражасини аниқлаш ва тахлил қилишни;
- инглиз тили таълимида CEFR тамойилларининг ўрнини;
- коммуникатив компетенция тамойилларини;
- коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини;
- тилларни масофавий ва ананавий ўрганиш ва ўқитишда методологик ёндашувларни;
- рақамли технологияларнинг имкониятлари ва муаммоларини;
- блендед (аралаш) таълимнинг принциплари ва амалиётини;
- масофавий ва ананавий дарсларни интеграция қилиш ва подкастлар, викилар ва блоглар каби веб-технологияларда ўқиш ва ёзиш тажрибасини ***билиши*** керак.

Тингловчи:

- инглиз тилини ўқитишга оид илғор тажрибалардан фойдаланиш;
- ахборот-коммуникация технологияларининг замонавий воситаларидан фойдаланиб илмий-тадқиқотларн ўтказиш;
- инглиз тилини ўрганиш ва ўқитишда Web 2.0 воситаларидан самарали фойдаланиш;
- дастурий ва анъанавий баҳолаш ва CEFRга асосланган тил компетенцияларини баҳолаш тизими ўртасидаги фарқларни аниқлай олиш;
- ўз устида ишлаб, фаннинг янги тадқиқотларини ўқитиш тизимини қўллаш;
- инглиз тили ўқитувчилари малакасини оширишда аралаш таълим, замонавий қараш ва ёндашувлардан фойдаланиш;
- педагогик жараёнда мулоқот услубларини тўғри қўллай олиш ***кўникмаларига*** эга бўлиши лозим.

Тингловчи:

- инглиз тили ва нутқ материалларини танлаш тамойиллари, аутентик манбалар билан ишлаш;
- инглиз тилини ўқитиш методикаси бўйича ўрганган маълумотларни амалда қўллай олиш;
- тингловчиларнинг билиш қобилиятларини баҳолай олиш;
- ўқув жараёнини режалаштириш, баҳолаш, фидбек механизмларини амалга ошириш;
- тингловчиларнинг ўз-ўзини баҳолашга қаратилган портфолиосини ишлаб чиқиш ***малакаларига*** эга бўлиши зарур.

Тингловчи:

- меъёрий-ҳуқуқий ҳужжатлар асосида таълим ва тарбия жараёнини ташкил этиш ва бошқариш;
- филология ва тилларни ўқитиш: инглиз тили соҳасида касбий фаолият юритиш учун зарур бўлган билим, кўникма, малака ва шахсий сифатларга эга бўлиш;
- интерактив мултимедиа воситаларидан фойдаланиш;
- ўзаро дарсларни кузатиш ва фидбек бериш;
- инглиз тили таълимида таълим технологияларни қўллаш;
- илғор ахборот-технологияларида ишлаш;
- видеодарсларни тайёрлаш;
- эгалланган тажрибани танқидий кўриб чиқиш қобилияти, зарур бўлганда ўз касбий фаолиятининг тури ва характерини ўзгартира олиш;
- инглиз тилини ўрганиш ва ўқитишда масофавий таълим ва платформаларда тингловчиларни баҳолаш;
- инглиз тили таълимида баҳолашга оид қарорлар қабул қилиш ***компетенцияларига*** эга бўлиши зарур.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Амалий хорижий тилни ўрганишнинг интенсив усуллари” модули мазмуни ўқув режадаги Дискурс таҳлили ўқув модули билан узвий боғланган ҳолда педагогларнинг тил кўникмаларини талаб даражасида қўллай олиш малакасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар тил кўникмаларини мос равишда амалда қўллаш малакаси ва касбий салоҳиятларини ривожлантирадилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юкламаси, соат			
		Ҳаммаси	Аудитория ўқув юкламаси		
			Жами	жумладан	
				Назарий	Амалий машғулот
1.	The use of ICT in language teaching			2	
2.	Text and presentation programs for language teachers. Features of creating and using of multimedia materials based on existing commercial and free software				2
3.	Creating language materials for audience access from language corporation access, compatibility use, and text analysis software				2
4.	Basic skills in using the Internet: search, create and evaluate web pages linked through forums, conferences, etc.				2
5.	Working with reading and writing in web technologies such as working with podcasts, wikis and blogs				2
6.	Blended teaching in language teaching. The role				2

	of technology in the audience and beyond in blended learning.				
7.	Effective use of multimedia in language learning and teaching				
	Жами	14	14	2	12

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

БАҲОЛАШ МЕТОДИ

Шахснинг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини ўлчаш ва бахолаш демакдир. Шунингдек, бахолаш тест, сухбат ўтказиш, савол жавоб, кузатиш ва хоказолар орқали амалга ошириш мумкин.

ТЕСТИРОВАНИЕ

Целью тестирования является получение результатов об уровне подготовки обучаемого.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

АУТЕНТИК ВАЗИФА

Маҳаллий тилда сўзлашувчи киши кундалик хаётида бажарадиган доимий вазифалар бўлиб, тил ўрганувчи ана шундай вазиятлардан ҳақиқий сўзлашувда фойдаланса, самаралироқ бўлади. Дарс жараёнида тилни ўрганишда реал хаётда учрайдиган воқеа-ходисалар ифода этилган

матнларни қўллаш фойдалидир. Аутентик материаллар дарсликларда берилмайди.

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

АҚЛИЙ ХУЖУМ услуби

Бевосита жамоа бўлиб “фикрлар хужуми” ни олиб бориш демакдир. Бу услубдан мақсад, мумкин қадар катта миқдордаги ғояларни йиғиш, талабаларни айни бир хил фикрлашдан ҳоли қилиш, ижодий вазифаларни ечиш жараёнида дастлаб пайдо бўлган фикрларни енгишдир.

МОЗГОВАЯ АТАКА

«Мозговой штурм», как групповой метод решения проблем, активизирующий творческую мысль. В настоящее время различные модификации метода широко используются в научных и производственных коллективах, в вузах. Метод способствует развитию динамичности мыслительных процессов, абстрагирования от существующих ограничений и привычных взглядов на явления и процессы, формирует умение сосредоточиваться на какой-либо узкой и актуальной цели.

CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals (such as a school class or a specific social group)

“КЕЙС-СТАДИ”услуби

Бу услуб аниқ вазият, ҳодисага асосланган ўқитиш услуби ҳисобланади. Шунингдек, вазият билан танишиш, ахборотларни умумлаштириш, ахборот таҳлили ва ҳар бир ечимнинг афзал ва заиф жиҳатларини белгилаш демакдир.

Метод “КЕЙС-СТАДИ”

Ситуация, описывающая конкретные события (или последовательность события), содержащая одну или несколько проблем, когда специалист или группа стоит перед необходимостью принятия стратегического решения.

CLUSTER

is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

ТАРМОҚЛАР услуби

Фикрларнинг тармоқланиши-педагогик стратегия бўлиб, у талабаларнинг бирон-бир мавзуни чуқур ўрганишига ёрдам бериб, уларни мавзуга таалуқли тушунча ёки аниқ фикрларни эркин ва очиқ узвий боғлаган кетма-кетликда тармоқлашни ўргатади.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers’ questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

БАҲС-МУНОЗАРА

Усулида гуруҳ аъзолари бирор муаммони ечиш мақсадида ўз ғояларини оғзаки таклиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметига оид етарли билим ва тажрибага эга бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

“МУЗЁРАР” МЕТОДИ

Қиздирувчи, фаолиятга жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиш мақсадида қўлланилади. Бу метод хонадаги руҳий таранглиқни енгиш, гурухнинг шаклланиш жараёнини тезлатиш, мулоқот ва ахборот алмашинувини йўлга қўйиш, шунингдек, самимийлик ва ҳамкорлик муҳитини яратишга ёрдам беради.

INFORMATION GAP ACTIVITY

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn’t. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

АХБОРОТ АЛМАШИШ МЕТОДИ

Бу услуб шундайки, талабалар жуфт ёки икки гурух бўлиб турли хил ахборотга эга бўлишади, ёхуд бири билган ахборотни иккинчи талаба билмайди. Бу эса сухбатлашиш учун хақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Шунингдек, расмлардан ҳам фойдаланиш мумкин.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

ИНТЕРФАОЛЛИК

Ўзаро ҳаракат қилмоқ маъносини беради. Ўзаро ҳаракат турлари:
Ўқитувчи-талаба; талаба-талаба; ўқитувчи-талабалар; талалар-талабалар; талабалар-ўқитувчи.

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

“АРРА” МЕТОДИ

Бу усулда асосан гуруҳ бўлиб ишланади. Ҳар бир гуруҳ аъзосининг қўлига матннинг бир бўлаги берилади, сўнгра мазмунини ўқиб билиб олгандан сўнг, барча қатнашчилар томонидан бутун матн тузилади. Бундай метод ўқитишни ўрганишда қўлланилади.

MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

КЎП ТАРМОҚЛИ ТАНЛОВ ТЕСТЛАРИ

Бу метод асосан, тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоблар берилади. Битта берилган саволдаги 4 ёки 5 та жавобининг биттаси тўғри бўлади, қолганлари эса ўхшаш жавоблар тариқасида берилади.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

ТАҚДИМОТ

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида эксперт томонидан ўтказиладиган тадбир. У турли (маъруза, савол бериш, мунозара юритиш) шаклларда ўтказилиши мумкин. Тақдимотнинг мазмуни услуб сифатида ўқитувчига кўпроқ боғлиқ бўлади.

ПРЕЗЕНТАЦИЯ

Термин «презентация» заимствован из английского языка. Термин происходит от английского слова «presentation» и обозначает представление, преподнесение, описание, предъявление, представление, показ (спектакля). Само значение слова содержит понятие, связанное со спектаклем и театром. В презентациях различного типа следует выделить такие виды презентации как: публичное выступление перед аудиторией как самоцель и обучающую презентацию. Целями обучающей презентации могут быть:

а) обучение искусству презентации;

б) презентация как способ введения нового материала или новой темы занятия;

в) использование презентации как метода обучения иностранному языку,

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

“ЧИГИЛНИ ЁЗИШ”

Дарсга берилган янги мавзуни ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланадиган услублардан биридир.

ИНТЕЛЛЕКТУАЛЬНАЯ РАЗМИНКА

Эти занятия ориентированы на развитие интеллектуальных способностей и формирование у студентов в сфере самостоятельной познавательной деятельности.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

“ТЎҒРИ-НОТЎҒРИ”

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда ў талабага берилган битта саволни иккита турли хил томонини таққослашига имкон яратади. Шунингдек, бу метод талабаларга бир хил муаммога турли хил берилган фикрларни кўриб чиқиш ва танлашга ҳуқуқ беради. Ўқитиш усулини яна такомиллаштириш ва мавзуни ёритишга ёрдам беради.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific

language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

НУҚТАЛАР ЎРНИГА ҚЎЙИШ

Бу усул асосан, талабаларни матн билан ишлаш жараёнида гапларда берилган нуқталар ўрнига керакли сўзларни қўйиш учун ишлатилади. Бу эса тил ўрганувчи учун тушириб қолдирилган сўзларни мукаммал ўрганишлари учун фойдали. Бундай машқлар кўпинча ёпиқ матнларда берилади.

III. НАЗАРИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

LECTURE 1. THE USE OF ICT IN LANGUAGE TEACHING

Plans:

1. The Role of ICT in foreign language teaching.

2. The use of modern educational technologies
in teaching foreign languages

3. English Language Skills.

The Role of ICT in foreign language teaching.

The popularity of the Internet and computer technologies among young people and in society as a whole has created serious grounds for the successful integration of ICT into educational process. When teaching foreign languages an important place is given to ICT, which allows the introduction of new technologies, new techniques, shifting the emphasis to the independent work of a student, making the training diverse. This situation increases the effectiveness of the classroom work and makes the independent work of students more efficient. There is an opportunity to use the Internet as a teaching tool both for training all types of speech activity, and for research work and education.

The application of information and communication technologies in education has, in modern conditions, an increasingly significant impact on the quality and competitiveness of the national education system. The integration of Russian education into the world educational system is connected with the observance of the fundamental international standards requirements.

World practices in the field of new technologies and forms of teaching, methods of educational activities managing and the quality of the learning process, the creation of electronic educational resources are widely used in teaching foreign languages in Russian universities. National standards of the ICT use are coordinated with international standards and regulations.

At the lessons of foreign languages, one should integrate the linguistic, sociocultural and communicative approaches, taking into consideration teaching a foreign language for specific purposes. To achieve these goals, it is very important to use the whole potential of Internet resources.

The Internet offers users various options that can be used by students and teachers: e-mail, participation in videoconferences, publication of research articles in the on-line system, numerous reference catalogs and search systems. ICT assumes the use of such telecommunication technologies as computer training and test programs, electronic dictionaries for teaching students both professional vocabulary and reading in a special setting; telecommunication technologies, which give students the opportunity to participate in the dialogue of cultures through audioand video conferences.

ICT combines the advantages of various technologies within a single resource placing educational material in the form of electronic textbooks, audio and video files using hyperlinks. Using ICT, a teacher has an opportunity to monitor the knowledge and skills of students in the network, making the learning process more individual.

The undoubted advantage of using ICT is to achieve mobility of learning, because using e-mails and forums, teachers and students can provide feedback, they can receive the necessary consultations, using the time in the classroom more effectively. The use of ICT is more efficient within the framework of a certain model of training, developed in terms of the educational goals. The popularity of the Internet and computer technologies among young people and in society as a whole has created serious grounds for the successful integration of ICT into educational process. When teaching foreign languages an important place is given to ICT, which allows the introduction of new technologies, new techniques, shifting the emphasis to the independent work of a student, making the training diverse. This situation increases the effectiveness of the classroom work and makes the independent work of students more efficient. There is an

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The use of modern educational technologies in teaching foreign languages.

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English Language Skills.

We mean by English language skills, the development of the main parts or elements of the language, which are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with it. The use of several technical tools has a significant effect on the learning process of each area of the language .

1. Listening

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education. Listening is considered as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development (Saricoban, 1999). There are several technical ways for improving the listening capability of the ELL student, which are summarized below.

1.1.1 Use of Computers

The use of computers in listening problems provides students with visual and voice inputs, which can enhance their information and ideas, and develop their

listening skills (Hoven, 1999). Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student.

1.1.2 Broadcasting

Listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media.

1.1.3 Use of CD-Players

The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. The ELL student can save lectures and listening examinations on these audio CDs for later use.

1.1.4 Use of Tap-Recorders

Tap-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books.

1.2 Reading

Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language (Constantinescu, 2007).

During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas, and enhance his real-world knowledge.

Several methods can be utilized to improve the reading ability of the learner through the use of technology. Some of them are summarized below.

1.2.1 Use of Computer Reading-Based Programs

Computers can raise the interest of reading for learners by the use of simple and easy to understand text. Reading-based computer programs can be used to improve the word vocabulary, fluency, and comprehension of the students. This also can enable ELL students to increase their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read (Ybarra & Green, 2003). Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, move students gradually from easy to more difficult problems according to their abilities. Computers can also beused to correct answers for the learners, and to simulate tests in an easy to understand manner (AlKahtani, 1999).

1.2.2 Use of Multimedia Software

Multimedia are computer programs that use a mixture of text, graphics, sound,video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills.

1.2.3 Browsing the Internet

The Internet is certainly a modern technological way for persons hope to develop their English language skills. There are many Internet web sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters (Kenworthy, 2004). Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability.

1.2.4 Use of Electronic Dictionaries

Another modern way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English

languagelearners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries (Constantinescu, 2007). Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition.

1.2.5 Reading CD-ROM Based Newspapers

Compact discs (CDs) can be used to store large amounts of information digitally. For example, all the articles published in one newspaper for one whole year can be stored on a single CD. Besides, a searching computer program can locate any subject or article on the CD within few seconds (Seedhouse, 1994). Newspapers which are stored on CD-ROMs can provide an effective and easy way for getting and reading information to enhance the learner's background knowledge and vocabulary of words.

1.3 Speaking

Human communication can be taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms as indicated in the following sections.

1.3.1 Use of Internet Voice Chatting

Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker.

1.3.2 Use of Speech Synthesis Programs

Modern computer programs can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

1.4 Writing

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills for the ELL student are listed below.

1.4.1 Use of Computers

Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil (Ybarra & Green, 2003).

1.4.2 Writing E-mails

Electronic mail is a modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills. Students can use Emails to learn how to respond to the incoming messages using some formal statements and meaningful language (Singhal, 1997).

1.4.3 Use of Internet Text-Chatting

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer.

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Using Technology inTeaching English as a Second Language by Bassma Basheer Nomass

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programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil (Ybarra & Green, 2003).

1.4.2 Writing E-mails

Electronic mail is a modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills. Students can use Emails to learn how to respond to the incoming messages using some formal statements and meaningful language (Singhal, 1997).

1.4.3 Use of Internet Text-Chatting

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer.

IV. LESSON 2. TEXT AND PRESENTATION PROGRAMS FOR LANGUAGE TEACHERS. FEATURES OF CREATING AND USING OF MULTIMEDIA MATERIALS BASED ON EXISTING COMMERCIAL AND FREE SOFTWARE

Plans for discussion:

1. Word processing software.

2. Using Presentation Software to Enhance Language Learning

3. Creating and using of multimedia materials

Working with Text

Multimedia files, such as digital imagery and video, have become increasingly popular in today's business world, but the written word remains as important as ever. Just think about the nature of the documents being produced and circulated within any organization. Some examples include:

- A marketing plan to promote a new product.
- A memo from senior management regarding corporate strategy.
- A new benefits policy developed by human resources.

Most of these documents are produced using word processing software.

Word Processing

Word processing software is used to manipulate a text document, such as a resume or a report. You typically enter text by typing, and the software provides tools for copying, deleting and various types of formatting. Some of the functions of word processing software include:

- Creating, editing, saving and printing documents.
- Copying, pasting, moving and deleting text within a document.
- Formatting text, such as font type, bolding, underlining or italicizing.
- Creating and editing tables.
- Inserting elements from other software, such as illustrations or photographs.
- Correcting spelling and grammar.

Word processing includes a number of tools to format your pages. For example, you can organize your text into columns, add page numbers, insert illustrations, etc. However, word processing does not give you complete control over the look and feel of your document. When design becomes important, you may need to use desktop publishing software to give you more control over the layout of your pages.

Word processing software typically also contains features to make it easier for you to perform repetitive tasks. For example, let's say you need to send a letter to all your customers regarding a new policy. The letter is the same for all customers except for the name and address at the top of the letter. A mail merge function allows you to produce all the letters using one template document and a table with customer names and addresses in the database.

Text editors shouldn't be confused with word processing software. While they do also allow you to create, edit and save text documents, they only work on plain text. Text editors don't use any formatting, such as underlined text or different fonts. Text editors serve a very different purpose from word processing software. They are used to work with files in plain text format, such as source code of computer programs or configuration files of an operating system. An example of a text editor would be Notepad on the Windows platform.

Word Processing Software

There are a number of different word processing applications. One of the most widely used ones is Word, which is part of Microsoft Office. Another widely used one is WordPerfect by the Corel Corporation. A third one is Writer, which is part of OpenOffice by Apache. While the first two are commercial software, OpenOffice is open source and can be downloaded and used free of charge. Finally, there is Pages, which is part of iWork by Apple.

While there are many differences between the various word processing applications, they all accomplish pretty much the same thing. Which one you use is partly a matter of personal preference. It is also important to consider which

software is being used by the people you normally collaborate with. In many cases, people within the same organization will use the same software to make it easier to share documents or to work on the same document together.

Word processing software is used to manipulate text and apply a basic design to your pages. Learn about the functionality of word processing software in this video lesson.

Using Presentation Software to Enhance Language Learning

Many presentation software applications are in use. In the Division of Foreign Languages at Tel Aviv University, we use Microsoft PowerPoint. PowerPoint is a computer tool for creating on-screen multimedia presentations or overhead transparencies. The program helps prepare an outline, slides, speaker's notes and handouts for the audience. Even though this tool was developed for business presentations, we have found it to be very useful in the language classroom.

In this paper we report on two uses of PowerPoint that we have applied in the classroom: one as a presentation tool in an innovative skill integration task, and the other as a novel writing tool. In both cases students can use language actively for speaking, reading, writing and listening.

After observing hundreds of tertiary level EFL students using PowerPoint, we feel this tool allows students to experience a world of real language opportunity. First, students read source materials. Then, they articulate and crystallize their ideas through interaction with their peers and teacher. Finally, they write them on computer slides and share their writing with others. From our observations we learned that students derive great satisfaction from this task and take pride in their creations. With the promise of having something attractive for themselves and to show others, students are motivated to invest time and energy into the quality of their English tasks.

Even though the main focus of our courses is on the comprehension of authentic academic texts, students are required to do oral presentations. In the past, we did not specify a uniform presentation methodology. We did recommend speaking to the audience rather than reading from paper. Most students chose to use index cards or notes for consultation while speaking, without visuals for the audience, while some used overhead transparencies or other visuals along with their notes. Presentation software seemed to us a modern alternative to previous presentation modes. We decided to require use of presentation software for students' oral presentations, since we felt this would enhance the language learning that takes place in the process of preparation and presentation. In this paper we report on the use of this innovative tool. We have not attempted an empirical comparison of the two modes.

Both in the past with oral presentations and now with computer presentations, students were informed in advance of the criteria by which their presentations would be evaluated. Typical criteria (relevant for both modes) include organization and coherence, synthesis and personal contribution, quality of introduction and conclusion, reflection of comprehension.

Language learning seems to occur most effectively when students have opportunities to use language for real purposes. Purposeful activities help bridge the gap between the artificial classroom setting and the real world. The process of preparing and giving oral presentations is such a purposeful activity in that it entails finding information, reflecting upon that information, interpreting it and creating something new. The process culminates in the sharing of the created product with others, which serves as a springboard for meaningful interaction.

Comparison with Purely Oral Presentations

It is not within the scope of this paper to compare use of presentation software with more traditional presentation aids, since in the past, most of our students chose to do purely oral presentations. After using PowerPoint with

students for two years, we have found a number of differences both in process and in product between computer presentations and purely oral presentations. In the first place, there is a very important motivational factor when using presentation software. Students can choose the background and foreground colors, texture, design, layout, font and graphics for each slide thereby personalizing their presentations. The lengthy involvement in the integration of content and form adds value to the experiential language learning process. These observations are consistent with the results reported by Phinney (1996) on a study that she and Khouri conducted in 1992. In this study, students were given a choice of doing an electronic final paper or a "traditional paper." The results showed that students who did the electronic paper enjoyed it very much, spent more time on the project than the others, and seemed to be more involved in their product.

Secondly, when students have to write something that their audience not only hears, but sees, they are much more committed to the quality of their work - both content and form. The spoken word is ephemeral; the written word remains. As a result, students revise their presentations, and it seems this revision and recycling process enhances language learning.

Thirdly, in purely oral presentations, even if the teacher gives organization guidelines, students can easily digress and drift. Because of the limited writing area in each slide, students have to condense the information and limit their lists to salient points. When giving the presentation they expand on them orally. In addition, the screen by screen progression in a slide show induces students to impose organization on their presentations.

In the fourth place, there is a clear difference between the preparation of a purely oral presentation and the production of computer slides. The computer presentation, in which students may include graphics, sound, and even video in addition to textual material is something tangible, a true production of their own.

Finally, students using the computer for their presentations say that it gives them a new way of communicating ideas and expressing themselves. We have

observed that students produce in accordance with their learning preferences. For example, some students make very minimal computer presentations and expand on them considerably in their talks. Other students spend a great deal of time and effort decorating their slides and speak less. The flexibility of the medium of presentation allows different types of learners to express themselves in ways they feel comfortable with.

An additional difference is related to the class as an audience. Due to the fact that the listeners can more easily follow their peers' presentations and react to them, there is a better utilization of classroom time.

Activation of all Four Language Skills

In today's global village, listening, speaking and writing skills in English are essential for communication. As a result, even though our courses focus on reading, we consciously introduce tasks that activate all four language skills. "The fact that the learner will eventually use the knowledge gained only for reading is largely irrelevant. What is of most concern is how the learner can learn that knowledge most effectively. If the effectiveness of the process can be enriched by the use of other skills, then that is what should be done." (Hutchinson & Waters, 1987) The use of presentation software in a friendly, non-threatening classroom atmosphere encourages use of all four language skills.

- **Reading** - In our courses, students first read a number of academic articles on a topic of their choice, knowing that they will have to present their conclusions in class. They analyze the articles critically, compare and contrast the ideas presented, synthesize and evaluate. Finally, they select highlights for inclusion in their presentations. This process is comparable to the process students go through when reading in order to write a paper. In both cases, reading for the purpose of transmitting information requires clarification of ideas and expression of those ideas in such a way that others will understand.
- **Writing** - When composing slides, students have to condense the information they have gathered so as to present only the main points. In this type

of 'minimalistic' writing, key concepts and words have to be retained, while the 'chaff' is discarded. This information reduction process is in itself a difficult but very profitable language task. While writing a minimal list of points on the screen, students can organize a suitable sequence for the points and divide the points into slides. At the same time, students need to take into consideration slide layout. A slide cannot be too cluttered, the size of the font has to be large enough, and the location of the elements on the screen has to be balanced. All this forces students to re-read, re- evaluate and re-write what they have written again and again.

Writing for presenting differs from writing a paper. From our observation, commitment seems to be greater when the final product is to be shown on a large screen and read by a number of readers. This type of situation is similar to that described by Murphy-Judy (1997) when referring to web-chats in which proper usage and spelling are all the more "real" since they no longer "involve just a finicky teacher with a red pen." In addition to commitment, task authenticity has to be considered. Presenting with slides is probably a more authentic task than writing a paper to be read only by the teacher, since academic writing in the real world assumes multiple readers.

- **Speaking** - The material that students have read, organized and summarized now has to be presented orally so as to convey a clear message to an audience of peers. Just as they would in a purely oral presentation, students have to 'rehearse' the pronunciation of difficult words, time themselves, and make sure that they have all the English lexicon needed for their speech. The added value of computer presentations is that the repeated revisions of their slides (to be seen by all of their peers) give students extensive exposure to the content of their 'talk', helping them remember what they want to say and giving them more self-confidence. Many students have had no experience speaking in front of an audience in their native language. The computer mode seems to minimize their tension and feeling of insecurity when having to speak in English.

- **Listening** -The class now listens to the oral presentation. Listening to a non-native speaker is not easy, and visual elements facilitate comprehension. We give the listeners a task requiring them to write down three new facts that they learned about the subject and one question to ask the speaker at the end of the presentation. When listening for a purpose, the listening is focused and thus perhaps easier.

In a sense, we could call the student's task of preparing and giving a computer presentation an "accordion task", as it involves extensive reading, information reduction for screen writing, and information expansion for the purpose of presenting orally. In this use of presentation software, the role of the computer is that of a tool. The student functions as a researcher, developer and presenter, while the whole class functions as an audience in an academic lecture. The teacher functions as a facilitator, teaching students how to use the tool, guiding them in the choice of topic, providing guidelines for preparing and giving the presentations, selecting and explaining the criteria for evaluating the presentations, guiding students in the process of preparation, and helping them with revision. The teacher also evaluates the presentations and gives a grade.

Creating and using of multimedia materials

As one of a number of new learning technologies, multimedia is increasingly being used in traditional training and development events and also in open and flexible learning modules. With a move towards more flexible working practices, it is necessary to provide a more flexible approach to learning, training and development, particularly with regard to timing, location and the needs of the learner. Multimedia provides that flexibility. Gives educators, and training and development specialists some understanding of what multimedia is by providing a number of definitions and considering the benefits of using multimedia materials. Outlines developing and producing multimedia materials, together with some of the complex legal issues involved in production.

Multimedia is a form of communication that combines different content forms such as text, audio, images, animations, or video into a single presentation,

in contrast to traditional mass media, such as printed material or audio recordings. Popular examples of multimedia include video podcasts, audio slideshows, animated shows, and movies.

Multimedia can be recorded for playback on computers, laptops, smartphones, and other electronic devices, either on demand or in real time (streaming). In the early years of multimedia, the term "rich media" was synonymous with interactive multimedia. Over time, hypermedia extensions brought multimedia to the World Wide Web.

Multimedia may be broadly divided into **linear** and **non-linear** categories:

- Linear active content progresses often without any navigational control for the viewer such as a cinema presentation;
- Non-linear uses interactivity to control progress as with a video game or self-paced computer-based training. Hypermedia is an example of non-linear content.

Multimedia presentations can be **live** or **recorded**:

- A recorded presentation may allow interactivity via a navigation system;
- A live multimedia presentation may allow interactivity via an interaction with the presenter or performer.

Creative industries

Creative industries use multimedia for a variety of purposes ranging from fine arts, to entertainment, to commercial art, to journalism, to media and software services provided for any of the industries listed below. An individual multimedia designer may cover the spectrum throughout their career. Request for their skills range from technical, to analytical, to creative.

Commercial uses

Much of the electronic old and new media used by commercial artists and graphic designers is multimedia. Exciting presentations are used to grab and keep attention in advertising. Business to business, and interoffice communications are often developed by creative services firms for advanced multimedia presentations

beyond simple slide shows to sell ideas or liven up training. Commercial multimedia developers may be hired to design for governmental services and nonprofit services applications as well.

Entertainment and fine arts

Multimedia is heavily used in the entertainment industry, especially to develop special effects in movies and animations (VFX, 3D animation, etc.). Multimedia games are a popular pastime and are software programs available either as CD-ROMs or online. Some video games also use multimedia features. Multimedia applications that allow users to actively participate instead of just sitting by as passive recipients of information are called *interactive multimedia*. In the arts there are multimedia artists, whose minds are able to blend techniques using different media that in some way incorporates interaction with the viewer. One of the most relevant could be Peter Greenaway who is melding cinema with opera and all sorts of digital media. Another approach entails the creation of multimedia that can be displayed in a traditional fine arts arena, such as an art gallery. Although multimedia display material may be volatile, the survivability of the content is as strong as any traditional media. Digital recording material may be just as durable and infinitely reproducible with perfect copies every time.

Education

In education, multimedia is used to produce computer-based training courses (popularly called CBTs) and reference books like encyclopedia and almanacs. A CBT lets the user go through a series of presentations, text about a particular topic, and associated illustrations in various information formats. Edutainment is the combination of education with entertainment, especially multimedia entertainment.

Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. Several lines of research have evolved, e.g. cognitive load and multimedia learning.

From multimedia learning (MML) theory, David Roberts has developed a large group lecture practice using PowerPoint and based on the use of full-slide images in conjunction with a reduction of visible text (all text can be placed in the notes view' section of PowerPoint).[7] The method has been applied and evaluated in 9 disciplines. In each experiment, students' engagement and active learning have been approximately 66% greater, than with the same material being delivered using bullet points, text, and speech, corroborating a range of theories presented by multimedia learning scholars like Sweller and Mayer.[8] The idea of media convergence is also becoming a major factor in education, particularly higher education. Defined as separate technologies such as voice (and telephony features), data (and productivity applications), and video that now share resources and interact with each other, media convergence is rapidly changing the curriculum in universities all over the world. Higher education has been implementing the use of social media applications such as Twitter, YouTube, Facebook, etc. to increase student collaboration and develop new processes in how information can be conveyed to students.[9]

Educational technology

Multimedia provides students with an alternate means of acquiring knowledge designed to enhance teaching and learning through various mediums and platforms.[10] In the 1960s, technology began to expand into the classrooms through devices such as screens and telewriters.[11] This technology allows students to learn at their own pace and gives teachers the ability to observe the individual needs of each student. The capacity for multimedia to be used in multi-disciplinary settings is structured around the idea of creating a hands-on learning environment through the use of technology.[12] Lessons can be tailored to the subject matter as well as be personalized to the students' varying levels of knowledge on the topic. Learning content can be managed through activities that utilize and take advantage of multimedia platforms.[12] This kind of learning encourages interactive communication between students and teachers and opens

feedback channels, introducing an active learning process especially with the prevalence of new media and social media.[13] Technology has impacted multimedia as it is largely associated with the use of computers or other electronic devices and digital media due to its capabilities concerning research, communication, problem-solving through simulations and feedback opportunities.[14] The innovation of technology in education through the use of multimedia allows for diversification among classrooms to enhance the overall learning experience for students.

LESSON 3. CREATING LANGUAGE MATERIALS FOR AUDIENCE ACCESS FROM LANGUAGE CORPORATION ACCESS, COMPATIBILITY USE, AND TEXT ANALYSIS SOFTWARE

Text analysis, also known as text mining and text analytics, is the process of transforming text into data that machines can understand, process, and interpret, to deliver valuable insights.

From extracting keywords or entities to classifying text by sentiment, topic, and intent, text analysis tools help companies make data-based decisions. And that leads to better products, and services, as well as improved data-driven strategies that respond to customer demands.

From social media monitoring to analyzing text in online reviews and surveys, text analytics software has many applications. By classifying customer feedback into topics, you can identify features that customers mention most often, e.g., pricing, ease of use, bugs, etc. You can also dive deeper into your data, and find out how customers feel about these aspects, this time classifying your text by sentiment.

With a combination of time, money and expertise, you can build your own text analysis tools using open-source libraries. Realistically, though, not every company has an in-house team of machine learning experts, or the means to invest in expensive AI infrastructure. Even if they do, they'll want to start reaping the benefits right away – not so easy when you're building complex tools from scratch. The good news is that there are many great SaaS tools on the market, neatly packaged and ready to use. They're a lot more affordable than building your own text analysis tools, and just as powerful, too. The best, though, are extremely easy to use (even for non-devs) so anyone can power up their apps, daily tasks, and decision-making with text analysis.

Check out our list of the best text analysis tools for businesses that want a powerful solution they can start using right away.

The 8 Best Text Analysis Tools

- MonkeyLearn | Create custom text analysis models
- Aylien | Powerful API for text analysis
- IBM Watson | Advanced text analytics
- Thematic | Analyze customer feedback at scale
- Google Cloud NLP | Train your own Machine Learning model
- Amazon Comprehend | Pre-trained NLP models
- MeaningCloud | Extract insights from unstructured text data
- Lexalytics | Text analytics libraries

1. MonkeyLearn

Best for: Medium and large SaaS, software or e-commerce companies who want to extract actionable insights from their customer-fed data.

MonkeyLearn is an easy-to-use, yet powerful, machine learning tool that focuses on automatically analyzing text and extracting actionable insights from data. You can use pre-trained text analysis models or create your own – and tailor them to your needs for higher levels of accuracy.

Models include text classifiers and text extractors, giving you the opportunity to perform sentiment analysis, keyword extraction, intent classification, language detection, and much more, in a matter of seconds.

And don’t worry if you’re new to text analysis tools. MonkeyLearn makes it easy for folks who don’t have experience in machine learning – or coding – to begin using machine learning models in just a few clicks.

To top it off, MonkeyLearn offers several key integrations with everyday tools, so you can connect your data with very little effort. Apps such as Excel, Google Sheets, Zapier, RapidMiner, and Zendesk are all there, giving you direct access to your data and the ability to analyze it.

For those who know how to code, MonkeyLearn offers APIs in all major programming languages, so you can seamlessly connect MonkeyLearn’s models to the tools you already use.

2. Aylien

Best for: Small to large-sized companies that want to collect, analyze, and understand human-generated content at scale.

Aylien is a favorite among developers as a business intelligence solution. It focuses on extracting value from text by making use of artificial intelligence, natural language processing, and machine learning. If you want to improve your strategies, from customer support to brand development, Aylien can help you gain the insights you need to make data driven decisions and build comprehensive strategies.

How? Well, Aylien's modus operandi is to collect and understand data so machine learning models can label it, process it, and ultimately interpret it via different text analysis methods.

Centered around easy, effective, and powerful APIs for text analysis, Aylien offers models that perform social sentiment analysis, entity extraction, content aggregation, language detection, batch processing, topic discovery, automatic hashtagging, and more.

Besides its text analysis API, Aylien also offers a news API that makes it easy to aggregate, search and understand news articles at scale. The good news is that you can set up this API in minutes using Aylien's SDKs, available in seven major programming languages.

3. IBM Watson

Best for: SMBs and large companies that want advanced text analytics for organizing data.

Tech giant IBM offers a collection of AI tools that extract and classify information within structured or unstructured text data. Useful tools include IBM Watson Natural Language Understanding & Classifier, Watson Personality Insights, and the Watson Tone Analyzer.

IBM Watson Natural Language Understanding extracts concepts, entities, keywords, and categories, to name a few. When used to perform sentiment analysis, it not only sorts text into generic sentiment buckets – positive, negative,

and neutral – it also sorts these sentiments by distinct emotions, such as confused, excited, sad, confident, etc.

The IBM Watson Natural Language Classifier enables developers to extract meaning from text and assign a classification – without needing to be an expert in machine learning or statistical algorithms. Developers can create their custom machine learning model by uploading their data, and let the model classify texts, extract insights, and identify trends.

IBM Watson Personality Insights is an industry favorite for its ease of use and focus on understanding customers' personality traits. Models include:

- Big Five. Describes how a person engages with the world by focusing on five dimensions that help characterize an individual.
- Needs. Describes which aspects of a product resonate with a person by identifying characteristics such as excitement, curiosity, self-expression, challenge, etc.
- Values. Describes motivating factors that influence a person's decision making, from self-transcendence/helping others to self-enhancement/achieving success.

Finally, the Watson Tone Analyzer uses linguistic analysis to detect emotion (happy, sad, angry, scared, etc) tendencies (openness, conscientiousness, extroversion, agreeableness, emotional range), and language style (confident, hesitant, analytical, assertive, etc).

4. Thematic

Best for: Medium to large-sized companies who analyze large volumes (100K+ customers in B2B or B2C) of customer feedback.

Thematic is designed to analyze customer feedback using artificial intelligence, i.e., natural language processing and deep learning.

The platform offers three AI tools: Thematic Intelligence, Thematic Insights, and Thematic Catalyst. Thematic Intelligence deals with the actual extraction of meaning in texts, grouping content into themes, Thematic Insights delivers results

relating to trends and patterns in your themes, and Thematic Catalyst enables you to create data visualizations.

Thematic works seamlessly with tools you already use – SurveyMonkey, Zendesk, internal databases, or any NPS provider you use – so you can set up a working model in less than a day.

5. Google Cloud NLP

Best for: Medium to large-sized companies who require a managed service for model building and predictive analytics.

Not one to be left behind, Google's solution to the growing text analysis trend is delivered in the form of Google Cloud NLP. This tool helps businesses find meaning in unstructured text and gain insights.

Google Cloud NLP focuses on different text analysis applications, such as entity extraction, syntax analysis, sentiment analysis, and content classification. If you're keen to train your own machine learning models, all you'll need is some training data to fine-tune your models to your domain-specific keywords, sentiments, and topics, etc.

One last perk! You can integrate Google's AI tools with your Cloud Storage, creating a seamless text analysis experience.

6. Amazon Comprehend

Best for: Companies that require a low-learning curve product but high-level analysis of customer data.

Amazon Comprehend offers you the chance to use pre-trained NLP-powered models or customize your own. Either way, you'll be able to mine phrases and entities in your unstructured data, evaluate texts using attributes and scoring mechanisms, and sort text by sentiment, topic, and more.

If you do decide to train your own models to identify specific terms, you'll be able classify documents and messages in a way that makes sense for your business. No machine learning expertise is needed to customize your own models;

you simply define your labels and train your models with a small set of example text.

7. MeaningCloud

Best for: SMBs and large enterprises that require on-premise text analysis and/or affordable solutions.

MeaningCloud is a SaaS text analytics solution that automates the process of extracting insights from unstructured data. MeaningCloud is easy to use as it offers integrations with popular tools such as Excel, Google Sheets, RapidMiner, and Zapier.

With an array of models that include automatic summarization, corporate reputation, deep categorization, document structure analysis, sentiment analysis, text classification, text clustering, and topic extraction, MeaningCloud offers both cloud-based APIs and graphic interfaces to perform text analysis tasks.

You can add dictionaries to your APIs, to help models focus on aspects/features of a particular product, proofread technical texts without having to manually ignore the more specific terms that are not included in basic dictionaries, and extract the mentions of entities and concepts in a text assigning them a value from your own ontology.

In addition, MeaningCloud offers on-premise options to help you deal with strict privacy regulations or highly-sensitive data.

Last but not least, MeaningCloud offers vertical packs, resources that are customized for a specific app or industry. For example, the Voice of Customer vertical pack includes resources or components that are tailored for those in banking, insurance, telco, retail, etc.

8. Lexalytics

Best for: Medium to large-sized companies who process high volumes of sensitive data and require on-premise software or their own private cloud.

Lexalytics is a modular platform solution that hosts three text analysis tools: Salience (on-premise NLP), Semantria (Cloud NLP), and SSV (Storage & Visualization).

Salience is a great on-premise solution offering text analytics libraries that easily integrate with users' applications. Salience offers sentiment analysis, named entity extraction, theme extraction, categorization, intent analysis, summarization, tokenization, part-of-speech tagging, and language recognition.

Semantria is the cloud-based API for text analytics and natural language processing, and allows users to perform the same functions as Salience.

Embedded in Semantria, SSV stores, manages, and analyzes unstructured text documents to generate dashboards and reports that focus on trends, patterns, and the drivers behind specific text opinions.

Final Note on Text Analysis Software

More than 85% of buyers are willing to pay more for a great customer experience. That's why it's essential for companies to take advantage of the wealth of customer data they receive every day, so that they can take actions that will improve their customer experience.

Text analysis tools make it cost-effective, hassle-free, quick, and accurate to analyze customer data in next to no time. There is no need for you to set up complex infrastructure, invest in a team of machine learning experts, or wait months before you can reap the benefits – SaaS text analysis tools are ready to use in minutes.

Discover MonkeyLearn and start using our powerful, easy-to-use, and affordable tools right away.

LESSON 5. WORKING WITH READING AND WRITING IN WEB TECHNOLOGIES SUCH AS WORKING WITH PODCASTS, WIKIS AND BLOGS

Plans for discussion:

1. New media, new literacies

2. The Internet and critical thinking

3. A few great websites for parents

4. Students' Interest Towards Reading in Web-Based Activities

5. 5 reasons to use technology in your reading program

New media, new literacies

When you hear the word literacy, do you picture a book? A magazine? A newspaper? Today, literacy means all these things—and more. Our conception of literacy is rapidly changing. Advances in technology have provided us with word processors, e-mail, interactive websites, video games, podcasts, and DVDs. These "new media" give us new ways to convey information. They also expand the definition of literate to include competence with devices and ways of communicating that did not exist a few years ago. Children today certainly need to know how to read books and write with pen and paper. But they also must learn how to navigate and master new technologies. Many jobs now require workers to send and receive e-mail and use word-processing or information-gathering software. As a parent or caregiver, you can help your child prepare for the literacy demands of tomorrow by seeking opportunities for him or her to become a proficient user of the Internet and related technologies.

The Internet and critical thinking

Surfing the Internet is fun for kids. It also strengthens important literacy skills. Children reading online rely on critical thinking and research strategies to find the information they need. For example, a simple Web search requires students to assess a list of suggested sites and then analyze Web content for

relevance to the question at hand. “The Internet is here to stay, so starting to develop these skills early gives children a good grounding in the skills that they’ll need their whole lives,” says Dr. Laurie Henry of the University of Kentucky.

Benefits of Internet reading Unlike a paper book, the Internet offers dynamic texts with videos, audio, and links to different sites. There are many benefits to online reading:

• Interactive sites can match your child’s learning style: visual, hands-on, auditory.

• Websites offer context clues and organizing structures such as subheads, diagrams, and clickable definitions of unfamiliar terms, which help emerging readers develop stronger comprehension skills.

• Exploring websites makes children predict what they will read next. According to Dr. Julie Coiro of the University of Rhode Island, the very nature of hypertext, with information hidden underneath, compels kids to make many more forward inferences while reading than they ever make in paper books. **Interactive learning**

As your child browses online—for fun or research— he or she is practicing critical skills. With help, your young reader can learn the strategies needed to tackle even more complex and difficult online tasks.

• Correspondence—Encourage your child to express his or her thoughts in e-mail to friends and family members. This provides excellent reading and writing practice in an informal, low-stress setting.

• Author study—Help your child learn more about a favorite author. Look up titles of other books by that author, and help your child send a letter or e-mail to the author or publisher asking about plans for future publications.

• Critical thinking—Do a Web search to gather information on a topic of interest to your child, such as a sport or hobby, a place your family has visited, or a historical figure. Review the search results with your child, talking about which sites may be reliable and interesting and which ones might not be as useful.

• Precautions—Teach your child to tell an adult immediately if he or she comes across something scary or inappropriate on the Internet. Caution against sharing

personal information on the Web. Learn what parental controls are available through your Internet provider or additional software, and use them wisely

A few great websites for parents

• ReadWriteThink.org offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English: www.readwritethink.org/ beyondtheclassroom/

• NoodleTools offers step-by-step tips for researching information online: www.noodletools.com

• Kidsites.com lists kid-safe sites by topic: www.kidsites.com

Tuned in to reading

Television and movies have been around longer than the Internet and probably have a worse reputation as time-wasters. However, better family viewing habits can help improve literacy.

• Join your child when he or she is watching TV. Share predictions about what will happen on the show, discuss the show during commercials, and talk about the show after it's over. These are basic strategies for developing comprehension.

• Find something in a show or movie that can serve as a springboard for reading. Borrow library books on the subject or do research online together to learn more.

• Ask your child to make up a story for a good TV show. Help your child write it down and have him or her draw the pictures. Or ask an older child to write it down and then read it—or act it out—for the family.

• Encourage older children to read books that have been adapted as movies, then watch the film and compare the two versions.

• Keep an atlas and dictionary close to the TV to look up unfamiliar words or places mentioned.

Students' Interest Towards Reading in Web-Based Activities

In this section we provide information about the implementation of the three web-based activities that the research team designed and analyzed and the last questionnaire applied to students in which they expressed their opinions of the

activities. The results are organized into three categories: students' interest in the reading processes, the role the web-based activities played in students' involvement, and the difficulties they faced.

Students' Interest in the Reading Processes

Most of the students agree on the fact that searching for more information concerning a specific topic or different subjects engage them in working with enthusiasm by using new technologies. On the other hand, this activity gave them new possibilities to have access to knowledge in a different way.

It is important to analyze two facts found along the development of the activities: First, we noticed the students' motivation to complete other kinds of activities (different from the ones they were accustomed to). Second, some of them seemed to be confused when they did not understand meanings or instructions and asked if they could use online dictionaries or translators. The use of these tools helped them to organize ideas, understand main ideas, check their translation and acquire new vocabulary.

Because of their ages and likes, our students preferred readings of different topics that caught their attention; for instance, music technology and games. Virtual resources, images, sounds and games facilitated and promoted students' cooperative attitude and helped them commit themselves to the ongoing work.

The Role the Web-Based Activities Played in Students' Involvement

We can deduce that activities like these are interesting for students; they motivate them to learn English. This proves that we have better results when the students' interests are taken into account.

Students were interested and committed in the development of the activities; therefore, they spent their free time working on them and some of them went to internet cafés to overcome the lack of access to technology at home or at school. This attitude on the part of the students shows that it is possible to engage them in their own learning processes.

The students expressed that the activities in general were interesting because they let them identify what they know about computers. It should be noted that Hangman (a guessing game) and the crossword puzzle were the most attractive in the evaluation of computer knowledge. In regard to this, a student wrote: "It was so interesting that the clues were in English". It means that when students work on motivational activities they do not have difficulties in solving problems in spite of dealing with another language.

On the other hand, 90% of the students who worked on the activities said that the most interesting and motivating reading was the history of rock music because of the following:

a. It was interesting to know how rock music has evolved.

b. The rock music is a very pleasant musical genre.

c. It was important to know about different musical genres.

d. This kind of music is useful in an English learning process.

Moreover, some students suggested additional topics like music, war and weapons, culture, sports and paranormal phenomena, fantastic readings. By contrast, history was proposed only by one student.

Difficulties Faced by Students

Some students experienced difficulties; three of them expressed that the crossword puzzle demanded more time and the most difficult part was the comprehension of the clues. Finding some exact words was also difficult for students who were not accustomed to do it. However there was no reason to give the activities up. On the other hand, a student expressed that the most difficult part was the summary and two of them said that they did not have any problem with the activities. We can observe a summary of students' reflections about the use of web-based activities in Table 2.

5 REASONS TO USE TECHNOLOGY IN YOUR READING PROGRAM

Technology is an integral part of almost every aspect of life today. While reading will always be an essential skill, a digital approach makes sense with today's mix of in-class, at-home, and hybrid learning.

Digital project work can help you connect learners to the books they read, better evaluate their comprehension, and build essential literacy skills like vocabulary, research, and fluency. Here are 5 reasons why integrating technology makes sense for your reading program.

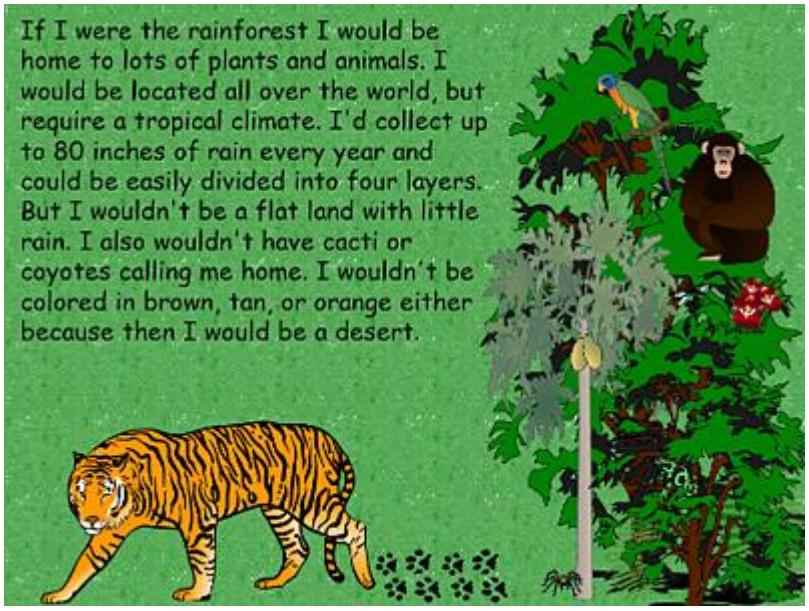
1. Digital learners need to be engaged

According to surveys by Common Sense Media, children today spend an average of **3-9 hours in front of a screen** every day. While some of that may be using an eReader, much of it is playing games and consuming video. Today's students expect to use technology, but that doesn't have to mean rote practice or simply consuming media.

Make comprehension work engaging by asking students to practice reading and writing in real-world situations. Technology helps by providing powerful tools, like **Wixie**, that make it easy to create products like those they see in the world around them. Technology also makes it easy to share work with an audience beyond the classroom. Whether they are creating eBooks, comics, or public service announcements, when someone beyond their teacher views their work, students are motivated!

2. Technology can make informational text as exciting as fiction

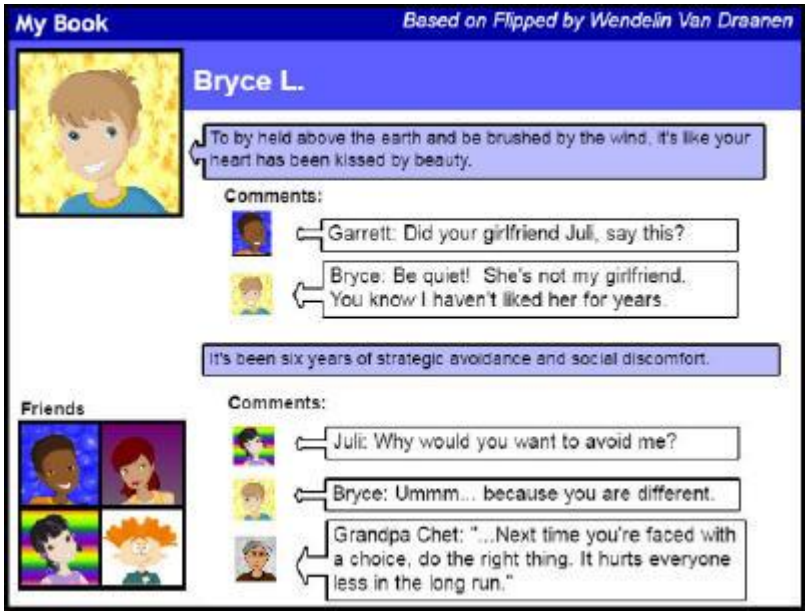
Creativity is one of the hardest of the 4Cs to teach, yet innovation is essential to the modern economy. While reading fiction exposes students to an author's creativity, many educators find it harder to work creativity into informational text projects. Push your students to combine the knowledge they are learning with both analytical and creative thinking by **changing the product or performance** they create as a response to the information they are reading.



3. Technology is especially helpful in supporting English Language Learners To build fluency in a second language, students must develop skills in listening, reading, writing, and speaking. Language acquisition expert Stephen Krashen suggests that true acquisition is, "an unconscious process when language is used for real communication purposes." We can encourage this process by giving students meaningful and authentic opportunities to both listen and produce language. Technology helps by making it easy to edit written work, engage with ideas and content in multiple modalities, and practice oral fluency without stress as they record, listen, and rerecord.

4. Standards demand it

New learning standards embed the need to conduct research and to produce and consume media into every aspect of today's curriculum! Standards also share the responsibility for teaching literacy with all disciplines, technology and media literacy should be a seamless part of language arts instruction. The themes, literature, and informational text in your reading program make it easy to connect reading to making.



5. Helps you bridge in-class and at-home learning

Many sites have already taken advantage of online tools so student can more easily move from an in-class to an remote learning environment. When students are already familiar learning in a digital approach in-class, the transition to home learning is seamless. Digital tools like Wixie can be used across devices and anywhere students have an Internet connection.

Today's creative digital tools don't need to distract students from reading and can help engage your learners more deeply in the literature and informational texts they are reading.

LESSON 6. BLENDED TEACHING IN LANGUAGE TEACHING. THE ROLE OF TECHNOLOGY IN THE AUDIENCE AND BEYOND IN BLENDED LEARNING.

Plans:

1. The Definition Of Blended Learning

2. How Hybrid Classrooms Are Redefining Education

3. ***How to Start with Blended Learning?***

"Blended learning" is using online tools to communicate, collaborate, and publish, to extend the school day or year and to develop the 21st-century skills students need. With blended learning, teachers can use online tools and resources as part of their daily classroom instruction. Using many of the online tools and resources students already are using for social networking, blended teaching helps teachers find an approach that is more engaging for this generation of students. The benefits of blended learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners. Blended learning incorporates online tools into students' toolkits, which in the past have consisted of notebooks, paper assignments, and "stand and deliver" classroom presentations. This expanded toolkit helps students better develop their higher education and workforce skills. Blended learning extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, collaboration, and global awareness. In this article, the author identifies the approaches and the benefits of blended instruction.

The Definition Of Blended Learning

What is the definition of blended learning?

Think for a moment about some related practices and phrasing: Blended education. eLearning. Remote learning (and **remote learning tips)**. Hybrid learning. **Flipping the classroom**.

All of these practices involve learning, the concept of place or distance, and the use of technology. Whatever one chooses to call it, blended learning combines classroom and online education. And because of improvements in both school curriculum and digital technology, as a learning model it continues to gain momentum. While education experts continue to debate the efficacy of hybrid learning, its existence has challenged them to re-evaluate not just technology's place in (and out of) the classroom, but also how to reach and teach students more effectively.

That alone is one of the major benefits of blended learning (and a common focus of **blended learning resources)**.

The Definition Of Blended Learning

Oxford Dictionary Definition Of Blended Learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

Defining hybrid or blended education is a trickier task than one might think– opinions vary wildly on the matter. In a report on the merits and potential of blended education, the Sloan Consortium defined hybrid courses as those that **"integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner."** Educators probably disagree on what qualifies as 'pedagogically valuable,' but the essence is clear: Hybrid education uses online technology to not just supplement, but transform and improve the learning process. That does not mean a professor can simply start a chat room or upload lecture videos and say he is leading a hybrid classroom. According to Education Elements, which develops hybrid learning technologies, successful blended learning occurs when technology and teaching inform each other: material becomes dynamic when it reaches students of varying learning styles. In other words, hybrid classrooms on

the Internet can reach and engage students in a truly customizable way. In this scenario, online education is a game-changer, not just a supplement for the status quo. But what does this theoretical model actually look like in practice?

The Definition Of Blended Learning: Blended learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength.

Context: While generally seen as a 'trend' in 'progressive learning,' Blended Learning can also be viewed as a kind of relic symbolic of the gap between 'traditional education' (for the last century or so in brick-and-mortar schools and classrooms) and connected and digital learning. This, of course, implies that digital-only is the future and the ultimate incarnation of learning, which is a short-sighted view. The point, though, is that blended learning is a mix of old and new as much as it is a mix of physical and digital learning.

Types of Blended Learning: The Flipped Classroom, Hybrid Learning You can read more about the most common **types of blended learning**, if that's useful.

Contributing Factors: Rise of digital and mobile learning technology

Related Educational Concepts: Project-Based Learning, Growth Mindset, Design Thinking, Robotics

Related Cultural Trends: eLearning and distance learning; the shift from 'television' to 'YouTube', growth of social media, working from home/remote offices

Blended Learning Tools & Resources: Google Classroom, YouTube, Zoom, Microsoft Teams, Skype, Moodle, Blackboard

Examples of Blended Learning: Students doing face-to-face group work in a classroom, then going home to analyze that work and turn in a video as an assessment form; taking a course online, then receiving face-to-face tutoring between online lessons

In the course of higher education, blended or hybrid learning is a snazzy, yet relatively new tool and not all professors use it the same way. Trends have

emerged, however.For instance, most professors in blended classrooms use some version of a course management system application to connect with students online. Blackboard and Moodle are perhaps two of the best known LMS applications used today but slowly are being supplemented–or bested–by cloud-based content and learn ing management systems. Through platforms like these, students can access videos of lectures, track assignments and progress, interact with professors and peers, and review other supporting materials, like PowerPoint presentations or scholarly articles.

Even if all professors used the same platform, however, they could each integrate them into their classrooms differently. According to a report on the subject by the Innosight Institute, professors could supplement traditional coursework with online media *in* the classroom, or simply alternate between online and classroom instruction. Perhaps one of the most recent–or at least most widely covered–hybrid teaching models is what Innosight calls the 'online driver' method, or, as it has come to be known, 'flipping.'

How Hybrid Classrooms Are Redefining Education

Years ago, NPR and other media outlets caught wind of a relatively new education model called 'flipping,' which is really just an adaptation of the definition of blended learning. In a traditional classroom, instructors use class time to lecture and disseminate support materials. Students then review these materials and complete any assignments at home, on their own time. With some luck, teachers will review those assignments in class the following day, or at least host office hours so that they can field questions and offer support.

'Flipping' defies these conventions. In this method, teachers and professors use online media to deliver notes, lectures, and related course materials. Students review these materials at home and at their own pace. Classroom periods are then transformed into hands-on work periods where the teacher–who will have already delivered his or her lecture digitally–is free to field questions, engage class-wide discussions or offer other means of support. 'Blended learning seems to reinforce

student-centered learning, allowing students to master content in an individual way. But is it effective?

Can blended learning–whatever the application–truly transform education as we know it?

Does Blended Learning Work?

Not all students learn the same way. This is not a particularly novel concept, but it is an important one. The tech publication PFSK notes that even early childhood education programming, like Sesame Street, recognizes this, and therefore design programming in a way that reaches auditory, visual, and kinetic learners alike. Students never outgrow their learning styles, so why do traditional college classrooms fail to engage all of them?

This is blended learning's real strength: it transforms a largely transmissive method of teaching–say, a professor lecturing for what feels like an eternity–into a truly interactive one. The definition of blended learning sounds ideal on paper, but does it work? A 2010 meta-analysis published by the U.S. Department of Education suggests it does. According to the report, students exposed to both face-to-face and online education were more successful than students entirely in one camp or the other.

Is There A Catch?

Of course, no educational model is one-size-fits-all, and some hybrid classrooms are probably more effective than others. According to a scientific literature review published by the Australasian Society for Computers in Learning in Tertiary Education, a number of factors impact the success of hybrid learning. Teachers must be committed to and well trained in blended and hybrid education and its technologies, and students must have a clear understanding of what is expected of them in this new environment.

What is Blended Learning?

Blended learning combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering

all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training.

Your company likely has both millennials who are more used to digital learning, as well as traditional learners; blended learning serves both.

While the classroom offers an opportunity for role-playing with immediate face-to-face feedback, online learning offers personalized, self-paced learning with eLearning/mLearning components that lend themselves to interactive media such as skill-building, games, videos, tutorials, quizzes and social media components, all accessible from the learner's home page in the Learning Management System (LMS)—and accessible from the learner's smartphone or tablet.

Read on to learn more about the benefits of blended learning, blended learning models, blended learning best practices, and real-life blended learning examples.

Why Blended Learning?

In the past decade, teachers at higher and lower educational institutions have organically adopted blended learning as a meaningful learning tool in and out of the classroom. Luckily, corporate learning is catching up. The success of blended learning is due to five main benefits:

1. Accounting for Everyone

Blended learning takes every type of learner into account, whether they prefer the familiar traditional classroom, would rather learn online, or try a mixture of both. Without the limitations of a classroom or all-online course, blended learning utilizes a variety of methodologies so the content can be customized to the learner and optimized for the subject matter. While not all face-to-face training is easily translated to digital content, it's possible to re-engineer existing content for online delivery in a way that complements the existing training.

2. Learning Trends and Feedback

Blended learning uses online and offline technologies in tandem, allowing instructors to quickly adopt the latest learning trends and modalities into the curriculum. Instructors can also use built-in reporting features in most LMS software programs for deeper, data driven insights into student progress and success.

For learners, blended learning also offers the unique opportunity to discuss, model, and practice their new skills in a safe space, so they're not just watching or hearing—they're doing. By applying the new knowledge shortly after they've left the physical or virtual classroom, learners retain what they've learned.

3. Lower Costs

In-class training may seem like a cheaper option when compared to eLearning development, but consider the true cost of face-to-face sessions: Time away from work, paying instructors, and flying in remote employees can eat up a significant amount of the L&D budget. A blended eLearning approach cuts down on travel costs and can be used again and again, which reduces instructor time as well.

4. Fun and Engagement

Blended learning is an interactive experience in every sense of the word. Learners reinforce the offline lessons by practicing online through a variety of different content media, each geared to suit a certain learning style. Learners can choose which type of content they want to interact with, practice what they learn, and communicate with instructors and other learners any time and on any device. The community experience keeps learners engaged and informs teachers about their progress and areas needing more attention.

5. Reach and Personalization

Global organizations face the challenges of making learning universal, no matter the branch location. Language interpretation and travel can also be concerns, both of which are easily addressed by blended eLearning that brings training to all employees, whether they work in another country or from home.

Diverse reach also means diverse individuals. If all learners have different levels of understanding and expertise, then why force them into the same training program? Blended eLearning creates a buffet-style approach to training, allowing learners to lead and choose how and when they interact with the material. Being able to test out of a familiar topic or listening to the same podcast a few times means each learner gets the training *they* need (and want).

Blended Learning Models

When you're teaching a diverse group, it's almost impossible to tailor the learning experience to suit every learner—or is it? A blended learning model can help you personalize your subject matter for time considerations, learning techniques and even personal preferences, but implementing a blended learning model it requires big changes to how the way you think about training.

Take a look at some of these blended learning methods and see if they might work for you:

- **Face-to-Face**: Traditional instructor-led learning sessions supplemented with technology to allow learners to control their own learning pace. Benefits are role-play, mentoring, hands-on practice, and feedback.
- **Rotation**: Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner. Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.
- **Flex:** Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in

a Learning Management System (LMS.), the students control their learning path, choosing what they to learn. The instructor is usually present in a mentoring capacity, to answer questions.

- **Gamification:** One of the most effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.
- **Online Lab:** This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during or after a training. Learners can access content on mobile phones (mLearning), laptops or tablets. This modality engages and solidifies learning.
- **Self-Blend:** Self-blended learning is supplemental content—either in the form of webinars, white papers, industry blogs, or video tutorials—that help self-motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.
- **Online Driver:** This blended learning model is entirely self-directed and takes place in a digital environment. Learners can engage with an instructor through chat, email or message board. It provides a flexible schedule and personalized learning, but lacks the face-to-face interaction of other types of blended learning. An LMS is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for your purposes.

Best Practices for Blended Learning

Blended learning works well for covering a large amount of course material with learners who are independent and engaged. But how can you get learners to take responsibility for their own education? By putting best practices and blended learning strategies to work with the rest of your curriculum, you can make the most of a combined at-home and in-class effort.

Explain Yourself!

If your learners don't truly understand the reasoning behind combining both independent and in-class learning, you may lose them from day one. Instead, take the time to explain exactly why you've chosen blended learning as your method for delivery. Perhaps you want to respect how your learners learn at different paces—and respect their time; or you would rather spend class time putting concepts to work and engaging in dialog.

Include Diverse Activities

Try to be everything to everyone: While some learners prefer to learn by reading, others get better results by doing. There is no cookie cutter method of

effective learning, but including diverse activities such as group discussions, online quizzes, games and even role playing drives user engagement for all learning types.

Max Out Media

You and your learners have the most powerful learning tool of all time readily accessible at your fingertips: the internet. Why write out a whiteboard question when you could show an engaging video? Take this a step further: ask learners to watch a video on their own time, then be prepared to answer discussion questions in class the next day. Why tell your learners a fact when you can have them research at home and report back in class?

Or, try an online module paired with a quick in-class presentation. When learners are given a chance to apply their new knowledge, they increase retention.

Blended learning is effective because learners aren't just watching or hearing: they're *doing*. By applying the new knowledge shortly after they've left the physical or virtual classroom, learners retain what they've learned, which is a win-win for all.

Blended Learning Examples in Corporate Learning

Check out these real-life examples of blended learning:

ticketmaster

When Ticketmaster noticed that their customer service left a lot to be desired, they switched to a blended learning model that combined self-paced custom eLearning with real-world practice that could be observed and assessed for on-the-spot feedback.

Similarly, computer giant CDW found itself lacking when it came to a unified user experience. They made the switch to a synchronous learning platform to allow both in-office and satellite workers the same blended learning resources and tools. Those e-tools were then combined with hands-on experience where learners could practice their skills and become better employees.

Both companies proved that making the switch to a blended learning method means a more customizable experience, but more importantly, a better way for instructors to assess the effectiveness of the module.

How to Start with Blended Learning?

Take a step back and consider what your training is providing, and what you want the learner to learn. You probably know this already, having developed

instructor-led sessions. Using your experience and the help of the instructors, ask yourself: Where are the problems?

Nearly every trainer will tell you there are aspects of their programs that are difficult—both for them and their learners. Think about dry, factual information such as technical specifications, compliance information, or a complicated series of steps that may require practice to master. This is your crack in the door: what can you take out of the instructor-led sessions and develop as eLearning so learners can learn and practice on their own time—and at their own pace?

Contemporary instructional design approaches have developed some really interesting and engaging ways of making that assessment, making eLearning and instructor-led content excellent complements to each other.

Moving some course content to eLearning also benefits the instructor-led sessions, allowing instructors to concentrate more on the application of knowledge or on more complicated tasks. The eLearning can provide the "what" while the instructor-led content can focus on the "how."

We suggest that you use a system that can track both offline and online training interventions, such as a learning management system that incorporates Tin Can (Experience) API. You can set up such a system to take reports from instructor-led and online learning events equally, and develop a "report card" for each employee to track their learning interventions.

You're ready to start with blended learning! You've learned about the benefits of blended learning, blended learning models, best practices, and real-life blended learning examples. Your learners will thank you for offering learning that works best for them.

LESSON 7. THE USE OF THE MULTIMEDIA IN THE TEACHING AND LEARNING OF ENGLISH LANGUAGE

Plans:

1. The Use of the Multimedia in the Teaching and Learning

2. The Use of Latest Technologies

3. Multimedia

4. Rationale for Using Multimedia

5. How Does Multimedia Learning Work?

In teaching and learning of English language, the latest technologies such as Computers, the Internet, Electronic Dictionary, Email, Blogs and mobile phones plays a very effective role. Computer technology and Internet are new devices used in education methodology. Next to its commercial importance, it is seen as the pedagogical tool for the independent research, and academics. The last two decades have witnessed a revolutionary change due to the onset of technology; the way teaching and learning is done. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. The paper explores the application of network technology into the English language teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. In order to apply this new teaching mode to serve the English language teaching more effectively, we should make good use of the advantages and avoid the disadvantages to achieve better results. The author points out that the network English teaching will surely motivate the learners' interest create a better English communicative environment for students and increase the teaching efficiency of the language teachers.

With the spread and development of English around the world, English a second language in India, enjoys the prestige and the authority of the first language

in the India. At present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction and curriculum. As the number of English learners is increasing day by day, innovative teaching methods have been introduced to increase the effectiveness of the teaching process of English language. It is a fact that these technologies have proved successful in replacing the traditional teaching methods.

The present era assigns new challenges and duties on the modern teacher. The trend of English language teaching has been drastically changed with the remarkable entry of the new technologies. Technology provides many options as making teaching interesting and more productive in terms of positive changes. Technology is one of the most significant drivers of both social and linguistic change.

Graddol (1999) states that, "Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education".

Since there are more and more English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves the use of multimedia in the learning of English language. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. According to David **Graddol,** "It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre."

The Use of Latest Technologies

As the use of English has increased in popularity so has the need for qualified teachers to instruct the students in the latest and recent way as the majority of teachers still teach in the traditional manner.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform to reform and to explore on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effectively in the classroom.

Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the multimedia has facilitated the growth of the English language to a large extent. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. As a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment or the software and to have full knowledge of what is available in any given situation.

Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom. There are many techniques applicable in various degrees to language learning situation. The teaching principle should be to appreciate new technologies and functions where they provide something decisively useful and never let machines take over the role of the teacher.

Multimedia

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can

also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope.

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Multimedia can provide a large amount of instructional information to the students for the purpose of English learning and accelerate the process of information searching. We can get some related information from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who needs to update the teaching materials.

This is not to say that multimedia is the substitute for teachers. Teachers are always the facilitator of the whole class, whether in the multimedia classroom or in the traditional classroom. A quality teacher would do more than press the button on the multimedia computer technology. They would apply teaching methodologies accumulated from the many years of teaching experience from language teachers and experts while adding the use of multimedia in the teaching of English. The quality teacher would know how to convey the information in an appropriate way and how to arouse students' interest. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students' attention towards English language learning.

How Does Multimedia Learning Work?

The promise of multimedia learning—that is, promoting student understanding by mixing words and pictures—depends on designing multimedia instructional messages in ways that are consistent with how people learn. A cognitive theory of multimedia learning has been presented by researchers which is based on three assumptions suggested by cognitive science research about the nature of human learning—the dual channel assumption, the limited capacity assumption, and the active learning assumption.

The dual channel assumption is that humans possess separate information processing systems for visual and verbal representations . For example, animations are processed in the visual/pictorial channel and spoken words (i.e., narrations) are processed in the auditory/verbal channel. The limited capacity assumption is that the amount of processing that can take place within each information processing channel is extremely limited . For example, learners may be able to mentally activate only about a sentence of the narration and about 10 seconds of the animation at any one time. The active learning assumption is that meaningful learning occurs when learners engage in active cognitive processing including paying attention to relevant incoming words and pictures, mentally organizing them into coherent verbal and pictorial representations, and mentally integrating verbal and pictorial representations with each other and with prior knowledge . This process of active learning results, in a meaningful learning outcome that can support problem-solving transfer.

A framework for the cognitive theory of multimedia learning is presented in the following manner. In a computer-based environment, the external representations may include spoken words, which enter through the ears, and animations, which enter through the eyes. The learner must select relevant aspects of the sounds and images for further processing. In addition, the learner may convert some of the spoken words into verbal representations for further processing in the verbal channel whereas some of the animation can be converted

into visual representations for further processing in the visual channel. In a book-based environment, the external representations may include printed words and illustrations, both of which initially enter through the eyes. The learner must select relevant aspects of the incoming images for further processing.

The second set of processes is to build a coherent mental representation of the verbal material (i.e., form a verbal model) and a coherent mental representation of the visual material (i.e., form a pictorial model). These processes are called organizing. A third process is to build connections between the verbal and pictorial models and with prior knowledge. These processes are called integrating. The processes of selecting, organizing, and integrating generally do not occur in a rigid linear order, but rather in an iterative fashion. Once a learning outcome has been constructed, it is stored in long-term memory for future use. When active learning occurs, the outcome is indexed in long term memory in a way that allows the learner to use it to solve transfer problems.

According to the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations. Instructional methods that enable and promote these processes are more likely to lead to meaningful learning than instructional methods that do not. According to this theory, learners can engage in active learning (such as the processes of selecting, organizing, and integrating) even when the presentation media do not allow hands-on activity (such as printed text and illustrations, or animation and narration). The challenge of multimedia instructional design is to prime and guide active cognitive processing in learners so that learners construct meaningful internal representations.

Rationale for Using Multimedia

Why would any teacher want to use multimedia materials in the classroom? With the availability of improved technology, teachers who saw themselves as "hip, cool, and hi-tech" quickly incorporated the new tools, correctly perceiving

that slick multimedia presentations have a certain amount of entertainment value for learners.

Several studies show that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to “traditional” lectures or study materials that do not use multimedia . This improvement can be attributed mainly to dual coding of the information presented in two different modalities—visual plus auditory, for example —leading to increased comprehension of the material during the class session, and improved retention of the material at later testing times . There is general agreement that multimedia presentations are most effective when the different types of media support one another rather than when superfluous sounds or images are presented for entertainment value—which may induce disorientation and cognitive overload that could interfere with learning rather than enhance learning .

The potential pedagogical value and rationale for using classroom media in these three points are as follows:

- To raise interest level -- students appreciate (and often expect) a variety of media
- To enhance understanding -- rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time
- To increase memorability -- rich media materials lead to better encoding and easier retrieval

The beauty of multimedia is that it has no limitation and it can be used at all the levels of learning.

Relationship between Multimedia and Language Teaching

The most common function of multimedia and internet is to assist or support the teacher their relationship is as follows.

A. Promote Interaction between Teachers and Students

The use of multimedia to carry out discovery, discussions and instructions to change the role of teacher in teaching and arrange students to participate appropriately; teachers change from the messenger of instruction information to the operator of instruction.

B. Help Teachers to Teach Suitably

The use of multimedia enables the teachers to have more flexibility and change while teaching, and the development of multimedia enables the teachers to understand the learning types and differences of students when teaching.

C. Promote Students' Study Capacity

The learners can practice themselves through multimedia repeatedly to train their ability to react and this is not restricted by time and space; therefore, they could learn by themselves to obtain limitless learning capacity besides the limited teaching time.

D. Blend the Multimedia Design With Diverse Teaching Materials

Multimedia could combine the picture, animation, sound, and text to assist learners, where the picture or animation could offset the deficiency of text and sound could allow the learners to experience the real scenario, which is favorable to the learning of language.

Conclusion

Teachers can incorporate multimedia learning into their classroom by identifying the learning styles of each of their students, matching teaching methods to learners' multimedia learning for difficult tasks, strengthening weaker learners' multimedia learning through easier tasks and drill, and teaching students, selection of learning strategies. Multimedia that is effective in learning and teaching doesn't simply consist of using multiple media together, but combining media mindfully in ways that capitalize on the characteristics of each individual medium and extend the learning and teaching experiences. Multimedia offers teachers enormous opportunities for making learning and teaching environments meaningful and effective.

The one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Without this technology, English language learners are often left to their own devices.

Concerning the development of technology, we believe that in future, the use of internet and multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skill scan be effectively cultivated, meaning that students' communicative competence will be further developed. This process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning

Technology is not a proxy for time and money - it needs to work effectively. A teacher cannot be a substitute of technology and hence he must not compromise his positive role in the classroom while using technological aids in the classroom.

V. КЕЙСЛАР

ActivityD.

Read the following extracts and provide cognitive metaphorical analysis:

Each one of us is a prisoner in a solitary tower and he communicates with the other prisoners, who form mankind, by conventional signs that have not quite the same meaning for them as for himself (Maugham, The Happy Man);

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages (W. Shakespeare)

While analysis follow the next tasks:

identify the source and target domains of a conceptual metaphor;

reveal the associative links of the source and target domains;

define what knowledge structures of a source domain are projected onto the target domain;

reveal new conceptual senses emerging in the process of metaphorization.

Activity E.

Read the following extract and provide supralinear analysis aimed at revealing implicit information:

find the verbal signals (lexical, stylistic, syntactical) of implicit information;

comment on the role of stylistic devices and their convergence in revealing implicit information.

Although it was so brilliantly fine - the blue sky powdered with gold and great spots of light like white wine splashed over the JardinsPubliques - Miss Brill was glad that she had decided on her fur. The air was motionless, but when you opened your mouth there was just a faint chill, like a chill from a glass of iced

water before you sip, and now and again a leaf came drifting - from nowhere, from the sky. Miss Brill put up her hand and touched her fur. Dear little thing! It was nice to feel it again. She had taken it out of its box that afternoon, shaken out the moth-powder, given it a good brush, and rubbed the life back into the dim little eyes. "What has been happening to me?" said the sad little eyes. Oh, how sweet it was to see them snap at her again from the red eiderdown! ... But the nose, which was of some black composition, wasn't at all firm. It must have had a knock, somehow. Never mind - a little dab of black sealing-wax when the time came - when it was absolutely necessary ... Little rogue! Yes, she really felt like that about it. Little rogue biting its tail just by her left ear. She could have taken it off and laid it on her lap and stroked it. She felt a tingling in her hands and arms, but that came from walking, she supposed. And when she breathed, something light and sad - no, not sad, exactly - something gentle seemed to move in her bosom (Mansfield, Miss Brill)1

Activity F.

Read the story “The Nightingale and the Rose” by O. Wilde and provide cognitive mapping of the concept “Love”

define dictionary definitions of the lexeme “love”;

reveal its paradigmatic and syntagmatic links;

analyze word-building potential of the lexeme “love”;

find and provide analysis of phraseological units and paroemia (proverbs, aphorisms) with the component “love”;

reveal additional conceptual features of the concept via analysis of its contextual links throughout the whole text;

draw a cognitive map representing all conceptual features of the concept.

Activity G.

Read the story “Last Leaf” by O’Henry and provide its conceptual analysis fulfilling the following tasks:

1Stanley Kubrick. Narrative and stylistic analysis. CamridgeUniversityPress, 2001.

search for the implicates and identify by what linguistic means they are verbalized;
reveal conceptual senses implicates represent;
analyze means of foregrounding and their role in revealing conceptual information;
find verbal signals that represent the author's modality;
infer the implications of the title;
establish the main concepts represented in the text.

Activity H.

Read the next extract and provide pragmatic analysis fulfilling the following tasks:
characterize the linguistic personality of the communicants (their age, social status, occupation, emotional state);
comment on the vocabulary used by the teenagers (a) colloquialisms, b) slang, c) contractions, d) exclamations).

"What the hellya doing, anyway?" I said.

"Wuddaya mean what the hell am I doing? I was tryna sleep before you guys started making all that noise. What the hell was the fight about, anyhow. Wuddaya want the light for?"…

"Jesus!" he said. "What the hell happened to you?" He meant all the blood and all. "I had a little goddam tiff with Stradlater, listen, I said, do you feel like playing a little Canasta?"

"Oh, you're still bleeding, for Chrissake. You better put something on it. Yawanna play a little Canasta or don'tcha?" … "Only around!" Ackley said. "Listen. I gotta get up and go to Mass in the morning, for Chrissake. You guys start hollering and fighting in the middle of the goddam-What the hell was the fight about, anyhow?"

"It's a long story. I don't wanna bore ya, Ackley". "Do you happen to have any cigarettes, by any chance? – Say 'no' or I'll drop dead".

"No, I don't, as a matter of fact. Listen, what the hell was the fight about?"

I didn't answer him. “About you”, I said. … I was defending your goddam honor, he made cracks about your religion... Stradlater said you had a lousy personality. I couldn't let him get away with that stuff (Salinger, The catcher in the Rhye)

VI. ГЛОССАРИЙ

This Glossary of ICT terminology, compiled by Graham Davies and Fred Riley, contains a list of technical terminology and terms specific to ICT and language learning and teaching. It also serves as an index to topics covered at the ICT4LT website. Anything underlined in blue will link you to further information, either within this Glossary, within the ICT4LT website, or anywhere on the Web as a whole. We welcome suggestions for additions to the Glossary: Feedback and blog

If you cannot find what you want here, try these other sources:

Absolute Link	A term used by Web authors. In an HTML document a Relative Link indicates the location of a file relative to the document, whereas an *absolute link* specifies the full URL
Acceptable Use Policy (AUP)	An AUP is a set of rules that define the ways in which ICT facilities can and cannot be used in a business or educational institution, including a description of the possible sanctions that can be applied if a user breaks the rules
Access	The name of a Database program forming part of the Microsoft Office suite of programs
Accessibility	The fundamental issue regarding *accessibility* is that everyone should have access to the services provided by ICT, e.g. computer programs, Email and the World Wide Web, regardless of any visual, auditory, or other physical impairment they might have
Action Maze	A type of computer program used in Computer Assisted Language Learning. See Maze for a more detailed explanation
Active Matrix	A term used to describe the newer type of computer Display Screen that makes use of Thin Film Transistor (TFT) technology: see TFT. Active matrix screens have excellent colour resolution and can display motion accurately and rapidly. See Resolution
Additive	A term used mainly by graphic designers. *Additive colour* is

Colour	produced by the addition of light from a luminescent primary source. A light bulb appears white because it emits light in all colours of the visible spectrum, which combine to produce white light. All the colours in the light spectrum add up to make white light. Computer monitors use three additive colours, Red, Green and Blue (RGB), which are combined in different ways to produce millions of other colours. See CMY, RGB, Subtractive Colour
Address Book	Usually supplied as part of your Email software. An *address book* in this sense is used to keep a record of all the email addresses of people whom you may wish to contact by email
ADSL	Abbreviation for Asymmetric Digital Subscriber Line. A high-speed digital telephone connection that operates over an existing copper telephone line, allowing the same line to be used for voice calls. ADSL lines offer transmission speed that are usually in the range 2Mbps to 8Mbps, and are used mainly for Internet access. The term *asymmetric* is used because the data flows more quickly from the telephone exchange to the user than from the user to the exchange - because most Web users are more interested in receiving data quickly from websites rather than uploading it to websites. The term *symmetric* is used for connections where the data flows at the same speed in both directions, which is essential for accessing websites where there is a high degree of interactivity. See Broadband, ISDN, Kbps, Leased Line, Mbps
Adventure Game	Adventure games date back to the early days of mainframe computing. The early adventure games consisted entirely of written text, but modern adventure games incorporate elaborate graphics, sound and video sequences. The dividing line between an adventure game and a Simulation is rather fuzzy. In both sorts

	of programs there are a number of obstacles to overcome, and the player has to indulge in mind-stretching lateral thinking in order to overcome them. Adventure games are often set in a fantasy world, e.g. *Myst* or *Riven*, but some are more down-to-earth and can play an important role in language teaching and learning, e.g. *Who is Oscar Lake?* See Section 3.4.9, Module 2.2, headed *A simulation on CD-ROM*. See Maze, MOO, MUD, MUVE
AI	Abbreviation for Artificial Intelligence
AJAX	Acronym for Asynchronous JavaScript and XML. AJAX is a Web programming tool (or rather a set of tools) that makes it possible to create interactive Web applications that work in much the same way as computer applications on your computer's hard disc, i.e. more responsive, more spontaneous, so that when you click on something on the Web page there is very little time delay - as in your word-processor, for example. While you are browsing a Web page AJAX is working behind the scenes. AJAX allows your browser to fetch data from the Web and use it to update a fragment of the page without refreshing the whole page so that you don't have to wait for the whole Web page to refresh or reload each time you click on a button or initiate an action in some other way. This increases the Web page's interactivity, speed, functionality, and usability. Google Maps is a typical example of a Web application incorporating AJAX. Scroll around the map and watch it update itself with relatively little time delay. AJAX is a programming tool that is used extensively in what are known as Web 2.0 applications. See Section 2.1, Module 1.5, headed *What is Web 2.0?*
ALTE	Abbreviation for Association of Language Testers in Europe
Alt Key	The *Alt keys* can be found on either side of the space bar on a

	computer keyboard. They are commonly used in conjunction with a set of numbers to enable foreign characters to be typed. See ASCII, ANSI. See Section 5, Module 1.3, headed *Typing foreign characters*.
Analogue	The basic meaning of analogue is "something that corresponds to something else". For example, in the context of equipment used for recording and playing back sound, analogue refers to the way in which the sound is recorded and reproduced. If you look closely at the groove of a 33 rpm vinyl gramophone record you will see that it is essentially a continuous wave, an undulating series of "hills". These "hills" correspond to the nature and volume of the sound that has been recorded. As the stylus of the record player moves along the wave it produces vibrations that are amplified and converted into sound. A parallel can be drawn with radio transmissions, where the sound signals are transmitted in the form of invisible waves. Early mobile phones worked in a similar way. Older tape recorders and videocassette recorders are based on the same principle, except that the signals representing the sound and moving images are imprinted onto a plastic tape coated with a magnetic powder. All analogue recordings suffer from background noise, and the quality of reproduction gradually degrades as the record or tape wears out. If the recording is copied, the copy will not be as good as the original, regardless of the quality of the equipment used to copy it. See the contrasting term Digital
Anchor	A term used in connection with HTML, the coding system used for creating Web pages. An anchor is the target of a Hyperlink, i.e. a point in a Web document to which you jump when you click on a hyperlink

Animation	The display of a sequence of images in a computer program or on a Web page to give the impression of movement
ANSI	Abbreviation for American National Standards Institute. This is a system that specifies code numbers for all the characters that appear on a computer Keyboard, plus the extended character set used in *Microsoft Windows*. It includes all the ASCII codes plus many others. Each character on the keyboard of a computer is assigned a unique ANSI code number, e.g. A = ANSI 065. Characters that don't appear on the keyboard can be typed by holding down the *Alt key*, pressing a series of digits on the number pad, e.g. ALT + 0233, and then releasing the *Alt key*. 0233 is the ANSI code for é. See also Unicode. See Alt Key. See Section 5, Module 1.3, headed *Typing foreign characters*
Anonymous FTP	An *anonymous FTP* is a convention whereby users are not required to identify themselves with an account number, user name or password when they access a website from which they wish to download publicly available programs or files. Users may, however, be required to enter their email address before accessing certain websites. The vast majority of publicly available Freeware and Shareware archives on the Web permit anonymous FTP. See FTP
Anorak	A colloquial term that is often used to describe someone who is fascinated by the technology of computers but not particularly interested in their applications. A synonym is Trainspotter. Both terms are closely allied to Geek, Nerd and Techie - which have slightly different connotations
Anti-virus Software	See Virus
Apache	The most popular Web Server software on the World Wide Web.

	Apache runs mainly on Unix systems, although there is also a *Microsoft Windows* version. The Apache Project website is at http://www.apache.org
API	Abbreviation for Application Programming Interface. API is a so-called protocol of communication that enables different computer programs to communicate with one another. A good API makes it easier to develop a program by providing all the building blocks that the programmer needs. Although APIs are designed for programmers, they are also good for program users insofar as they guarantee that all programs using a common API will have similar interfaces. This makes it easier for users to learn new programs
App	Abbreviation for Application
Applet	A small program written in the Java programming language and embedded in a Web page. When you use your Browser to access a Web page, an applet may run "inside" the Web page, as it were, to perform an interactive animation, make a calculation or carry out another simple task
Application	A computer program or a suite of computer programs that performs a particular function for the user, such as a word-processor, e.g. *Microsoft Word*, or a range of functions, such as *Microsoft Windows* or Microsoft Office. Commonly abbreviated to **app**, especially in the context of Web 2.0 and Mobile Assisted Learning (MALL) apps. See Computer Program, Operating System, Windows, Word-processor
Archive	Used to describe documents or files that are not immediately needed but which should not be completely discarded. An *archive* may be stored on an external Hard Disc, CD-ROM, DVD or other Storage Device. Also used to describe stored

	messages that have been contributed to *discussion lists* or *blogs*. Also used as a verb. See Blog, Discussion List
Artificial Intelligence (AI)	The ability of a computer to mimic human attributes in finding a solution to a problem. *Artificial Intelligence* techniques are applied in various ways in computer applications in the language world, e.g. in Machine Translation (MT) programs and in grammar and style checkers. See Module 3.5, *Human Language Technologies (HLT)*, especially Section 6, headed *Human Language Technologies and CALL*, and Section 8 on *Parser-based CALL*. See ICALL (Intelligent CALL)
ASCII	Abbreviation for American Standard Code for Information Interchange. This is a system that specifies code numbers for all the characters that appear on a computer Keyboard, plus other specialised characters. Each character on the keyboard of a computer is assigned a unique ASCII code number, e.g. A = ASCII 65. Characters that don't appear on the keyboard can be typed by holding down the *Alt key*, pressing a series of digits on the number pad, e.g. ALT + 130, and then releasing the *Alt key*. 130 is the ASCII code for é. The ANSI character set (as used in *Microsoft Windows*) includes many more characters, Unicode includes even more and is becoming a standard coding system. See Unicode. See Alt Key. See Section 5, Module 1.3, headed *Typing foreign characters*
ASF	Abbreviation for Advanced Streaming Format. This is Microsoft's own file format that stores both audio and video information and is specially designed to run over the Internet. ASF enables content to be delivered as a continuous stream of *streaming audio* or *streaming video* data.with little wait time before playback begins. This means that you no longer have to wait for

	your audio and video files to fully download before starting to view them. See Streaming. See AVI, MOV, MPEG, RM, which are alternative video file formats. See Media Player. See Section 2.2.3.4, Module 2.2, headed *Video editing software*
ASR	Abbreviation for Automatic Speech Recognition
Assistive Technology	This term describes computer software or devices used by people with special needs to enable them to access the services provided by ICT, e.g. computer programs, Email and the World Wide Web. Technologies under this heading include Text To Speech (TTS) screen readers for the unsighted or partially sighted, alternative keyboards and mice for people who have problems in hand-eye coordination, head-pointing devices, speech recognition software, and screen magnification software. See Accessibility, Pointing Device, SENDA
Association of Language Testers in Europe (ALTE)	An association of providers of foreign language examinations: http://www.alte.org
Asynchronous	"Not at the same time". Often used to refer to communication by Email or via a Discussion List, where the recipients of the email or the participants in the discussion do not have to be present at the same time and can respond at their own convenience. A feature of *asynchronous learning* is that the teachers and learners do not have to be present at their computers at the same time. See Synchronous. See Section 14, Module 1.5, headed *Computer Mediated Communication (CMC)*
Attachment	A term used in connection with Email. An attachment can be a File of almost any kind - a document file, an image file, a sound

	file or a video clip - that you can add, i.e. *attach*, to an email
Audio Card	See Sound Card
Computer Hope	Dictionary and glossary of ICT terms
FLV.com	A glossary of terms relating mainly to audio and video formats, with links to a range of conversion tools
FOLDOC	Free OnLine Dictionary Of Computing. A searchable dictionary of ICT terms. Glossary of Internet Terms: A comprehensive list of Internet terminology compiled by Matisse Enzer
Simply enter define	in the Google search box, followed by the term, e.g.
Walt's Internet Glossary	A glossary of Internet terminology, compiled by Walt Howe
Webopedia	Unlovely name, lovely resource! A comprehensive, searchable dictionary of computing terms
Wikipedia	A collaboratively written general encyclopaedia that is constantly updated. It contains many useful entries on technical terminology: http://www.wikipedia.org.
Here's a useful tip	If you find an article on Wikipedia in English and then click on one of the language options in the left-hand column of the page, you are linked immediately to an article on the same topic in that language. See the entry in this Glossary under Wiki

VII. ФОЙДАЛАНИЛГАН АДАБИЁТЛАР РЎЙХАТИ

АДАБИЁТЛАР РЎЙХАТИ

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8. Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли қарори.
9. Ўзбекистон Республикаси Президентининг 2015 йил 12 июнь “Олий таълим муасасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-4732-сонли Фармони.
10. Ўзбекистон Республикаси Президентининг 2017 йил 7 февраль “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги 4947-сонли Фармони.

11. Ўзбекистон Республикаси Президентининг 2017 йил 20 апрель "Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сонли қарори.

12. Ўзбекистон Республикаси Президентининг 2018 йил 21 сентябрь “2019-2021 йилларда Ўзбекистон Республикасини инновацион ривожлантириш стратегиясини тасдиқлаш тўғрисида”ги ПФ-5544-сонли Фармони.

13. Ўзбекистон Республикаси Президентининг 2019 йил 27 май “Ўзбекистон Республикасида коррупцияга қарши курашиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-5729-сон Фармони.

14. Ўзбекистон Республикаси Президентининг 2019 йил 17 июнь “2019-2023 йилларда Мирзо Улуғбек номидаги Ўзбекистон Миллий университетида талаб юқори бўлган малакали кадрлар тайёрлаш тизимини тубдан такомиллаштириш ва илмий салоҳиятини ривожлантири чора-тадбирлари тўғрисида”ги ПҚ-4358-сонли Қарори.

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