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TEACHING ENGLISH with Psychology

Поддержка учащихся в преодолении психологических барьеров при обучении иностранному языку

Учебно-методическое пособие для педагогов образовательной области «Английский язык»

ИРКУТСК 2011

Доступно изложены способы поддержки учащихся в преодолении психологических барьеров при обучении иностранному языку на основе подходов, отвечающих современному уровню научных представлений о психологических затруднениях такого рода. Содержит гlossарий терминов, представляющих интерес для педагогов, осуществляющих профессиональную деятельность в образовательной области «Английский язык».

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You are reading a new book for EFL teachers and hopefully, you’ll find the information contained on its pages useful, educational, and thought-provoking.

Each student brings a particular set of personal, social, and/or developmental needs and circumstances to the university community. From time to time, students may experience psychological barriers that interfere with their ability to successfully achieve their academic and personal goals. The researchers found that 26% of foreign language learners fail because they can't accept feedback, 23% because they're unable to understand and manage emotions and feelings, 17% because they lack the necessary motivation to excel, 15% because they have the wrong temperament for academic activities, and only 11% because they lack the necessary language skills. Often students who are experiencing difficulty will not come to a psychologist first, but seek out support from their teachers. This support may be enough to see them through a difficult time.

This book on the self-mastery barriers that put the breaks on language learner success is designed to help you assist language learners in overcoming obstacles and in achieving their learning goals. If you think a student needs help, this book can be a resource for you and the student. In making a referral, you are giving the student an opportunity to help him or herself. This is not at all straight forward because of the barriers the teacher’s mind has erected to hide the uncomfortable and unacceptable truth. While most teachers think language learning difficulty is an important issue, they do not see it as an immediate threat. Psychological factors help explain slow teacher reaction to language learner difficulty, so getting people to “teach English (or any foreign language) with psychology” requires scientists to look at teacher psychological barriers to change and what leads language teachers to action, according to the importance of the issue.

Teachers like the opinions to which they have become accustomed from youth; this prevents them from finding the truth, for they cling to the opinions of habit. We tend to be blind to our own faults and weaknesses and so never fix the problems that keep us from greater success. While this observation will generate controversy, many language teachers are immature. There are many symptoms one can experience.

One symptom of this immaturity is the teacher who cannot control his/her emotions. Another is one who blames others, e.g. its learners, while failing to look at his/her own personal contribution to the problem. A third symptom is someone with high IQ but low emotional intelligence, etc.

“Making 40 thousand wishes won't fill your stomach with fishes” (Italian proverb). If you have never read books on psychology for language teachers
your ignorance might act as an immovable barrier impossible to overcome. Self-mastery is essentially impossible if one is not willing to devote time to understanding the psychological nature of foreign language learning and teaching.

It's hard to build new mental or behavioral habits--and extremely difficult to stop an old habit and substitute a new one. This means that one-time bursts of motivation tend to produce little lasting effect. The good news if one knows what one is doing, barriers can be overcome. A problem that is located and identified is already half solved. By understanding the nature of the problem, we are well on the way to greater self-mastery and personal success.

This book addresses the psychological and developmental needs of students and teachers in the English language classroom in order to help them thrive individually and in their relations with others. Furthermore, the book provides its material in a manner that is appreciative of the individual within a diverse and multicultural context. The book also seeks to support the educational mission of a foreign language teacher through its philosophy, which continues to enhance and promote psychology in a language learning environment.

This book is divided into four parts:

– An overview of the psychological barriers to language learning (challenges teachers and learners to become aware of these psychological barriers, offers a detailed look at the connection between psychology and language learning);

– Practice to build skills based on psychology (shows you how to examine language learner psychological barriers);

– A definition of the problem and challenges of becoming a successful language teacher (offers basic insights into what teacher behavior may need to be changed, and how to build a framework for accomplishing this goal);

– A definition of the problem and challenges of becoming a successful language learner (provides materials and tips which might be helpful to barrier-free language learning)

One of the PR maxims says: “If you don't get the reader's attention in the first paragraph, the rest of your message is lost”. We like to believe that you have enjoyed reading this preface.

Warm wishes!
The Power of Feelings to Affect Learning

Many people have experienced frustration and failure trying to learn a foreign language. Successful learning is possible if you understand the process, understand the language learning difficulties. As you increasingly understand the factors that are involved in this most complex learning experiences, you’ll be able to derive principles for your own learning process and to build the individual pathway to success.

What is involved in learning a foreign language? This process is accompanied by feelings. There can be positive feelings such as joy, enthusiasm, satisfaction, warmth. We shall be more concerned with some of the less pleasant feelings that are associated with learning difficulties: frustration, anger, anxiety, lack of self-confidence. Negative student feelings have much power to affect their learning success. In looking at student difficulties, the researchers have found it useful to think about feelings using a conceptual framework of attitudes related to the learning event. The three elements in this framework are motivation, self-efficacy and anxiety.

Motivation is the perceived “payoff” for the student’s investments of time, energy and effort. It has to do with why the student is there in the first place and what keeps him or her working. The motivation may be positive, or may be negative. There are a lot of factors that bring students to given learning settings and keep them there.

Self-efficacy is the degree to which the student thinks he or she has the capacity to cope with the learning challenge. We may limit the use of these terms to the domain of learning. A learner can experience a sense of self-efficacy in one domain (e.g., physics or language learning) but not in others (e.g., social interaction with strangers), though often a sense of effectiveness in one or more areas of skills can overflow into how one feels about him- or herself in general, too.

Anxiety relates to the response a student has to a perceived threat to his or her sense of security or self-esteem. The threat may be direct, such as a bad
grade on a test, or more indirect, such as having to give up cherished beliefs about the uniqueness or superiority of one’s own native culture, or even deeper, a threat to the perceived integrity of one’s identity.

How is motivation a key to success and how can students create the motivation if it isn’t there? Why is self-confidence a key to successful language learning? How do inhibitions and anxieties prevent students from learning a foreign language?

Задание 1.2. Motivation.
Цель: Познакомиться с тем, как влияет мотивация на процесс изучения иностранного языка.

Прочитайте текст "Motivation" и узнайте больше о роли мотивации в процессе изучения иностранного языка.

Motivation

People undertake language learning for a variety of reasons. Some of them are interested in the language or culture, some seek the challenge, the others may want a tool for increases interaction with interesting people. For such people, language learning is something they do for their own reasons and for internal satisfactions. This kind of motivation is called intrinsic. It contrasts with the extrinsic motivation which represents the desire for some kind of external benefit, such as increased pay, job enhancement, getting along in a foreign society, or meeting an organizational or academic requirement. Passing a test is also a kind of extrinsic motivation.

Extrinsic and intrinsic motivation are not mutually exclusive. Many students begin language class because they have to, but they find that there is considerable personal satisfaction in the contest, getting to know the people who speak a language, or mastering a new area of intellectual endeavor. On the other hand, intrinsic motivation may lead people into academic majors or careers in which a language is required. In organizational or academic settings, it’s probably advantageous to be able to tap both kinds of motivation. Intrinsic motivation is very powerful and is likely to lead to deep learning because an intrinsically motivated learner will take every opportunity to satisfy the motivation-driven needs to expand and deepen knowledge. Student’s statement that he or she finds language study exciting and he or she never met a language he or she did not like is a good example of intrinsic motivation. On the other hand, an exclusively intrinsically motivated learner may not pay sufficient attention to the program or organizational requirements to pass necessary hurdles or to take full advantage of the resources of the teaching problem.
Intrinsic motivation is not always positive, nor does extrinsic motivation imply a lesser kind of inspiration. Guilt and shame represent internal processes and thus may generate a kind of intrinsic motivation, but they also arouse anxiety, which can interfere with efficient mobilization of learning resources. Extrinsic motivation can be very powerful and positive: A desire to enhance one’s effectiveness at one’s work is largely extrinsic, and it is also constructive. Canadian psychologist Robert Gardner describes two forms of motivation in language learning, instrumental and integrative. Instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on. It is very similar to extrinsic motivation. Instrumental motivation can be also intrinsic – for instance, learning to enhance a career that one values. Integrative motivation, on the other hand, has to do with the desire to become a part of a target language community. It seems to have components of both extrinsic motivation (desire to join a community) and intrinsic motivation (satisfaction of affiliation needs). Motivation is sensitive to success and failure. If one succeeds at a task, he or she is usually energized to do it some more. On the other hand, failure may lead to avoidance of the challenge. For some, failure may lead to redoubled effort, but only temporarily. Effort with no “payoff” in the long term leads to discouragement. In fact, motivation to undertake a task or even a career is often related to a history of past successes. Many people who have found that they had a talent for baseball have sought to become professional athletes; many who have discovered a gift for languages have entered careers in which they could exploit the gift. Motivation is the anticipation of the satisfaction of needs. We do something because we expect certain needs to be satisfied. One of the major reasons that Americans are somewhat tongue-tied is that they don’t easily perceive motives for language learning. They rely for communication on the growing millions of people on earth who have learned English. There are a number of deep-seated needs within you that can be tapped as motives for learning a foreign language. Motivation to learn a foreign language will increase as you perceive more and more deeply that some needs are going to be met. Here is a list of needs that are particularly crucial to developing and maintaining the motivation to keep pressing on a foreign language:

1. The need for exploration, for seeing “the other side of the mountain”, for probing the unknown.
2. The need for manipulation, for causing change in the environment and other people.
3. The need for activity, for movement and exercise, both physical and mental.
4. The need for stimulation, for rewards and please from others, from the environment, or simply from ideas, thoughts and feelings.
5. The need for knowledge, for figuring out and conceptualizing the world around us, for resolving contradictions and solving problems.
6. The need for ego enhancement, for feeling accepted, appreciated and valued by other people.

Задание 1.3. Self-efficacy.
Цель: Познакомиться с тем, какую роль играет уверенность учащегося в собственных силах в процессе изучения иностранного языка.

Прочитайте текст "Self-efficacy" и узнайте больше о том, как уверенность в собственных силах влияет на процесс изучения иностранного языка.

Self-efficacy

There is a close relationship between a sense of self-efficacy (the belief that one can cope and succeed) and motivation. Enhanced self-efficacy – that is, more expectation on good results – tends to increase motivation. It also increases willingness to take learning risks. Students who consider themselves poor learners are likely to want to learn in settings that reduce risk by reducing options and imposing external structure. They tend to want railroad and highway training (See Box 3, P. 40). Too much of this kind of program, of course, does not contribute to their ability to deal with the open country that is outside the protected classroom. Self-efficacy is often an issue for adult students who have succeed in other language of life or other academic subjects that require different skills. Language learning difficulties constitute a particular assault on their self-esteem. Such people must change their expectations of themselves and their performance. They can be helped to see she does not have to get 100% to do well. They need to understand that 100% mastery of real language is simply not possible for most learners in the classroom. They need to see how effective they are in many ways of their language learning without losing a realistic picture of their limitations.

Expectations of self are particular case of the belief a student has about learning. Students may believe that languages are difficult to learn or only certain kinds of people can learn languages or that there is a “right way” to learn. All of these beliefs can have an effect on a student’s sense of his or hers ability to learn. Teachers often have beliefs too. Many of their beliefs and assumptions are similar to those of their students. Others have to do with proper teaching, the teacher’s role and relationship with students, and so on.

Lack of self-efficacy can lead to very dependent behavior by a student. Dependent learners need what can be called ‘appropriate support”. This means the right amount of external structure, but no more and no less. They can be challenged, however, with carefully selected and limited hits of authentic material in which success is built in. They can also be given help in developing strategies for setting learning priorities, planning their study, and evaluating
their learning. Self-esteem is precious to all of us, and we go to considerable lengths to defend it. Self-esteem is often built on a sense of self-efficacy. Some students, for instance, focus on their expectations of success in interpersonal relations. In classrooms, most students also hope to gain some sense of their own effectiveness as learners. Lack of success deprives them of this important source of self-esteem, so they may seek other avenues. Some students react to the threat implied by the activities that do not match their preferred learning style and at which they know they will be less successful. Their behaviors are defensive of emotional equilibrium and self-esteem. If to understand some of the fear behind behavior, teachers can deal with them more effectively. Perception of oneself as unable to learn can cause self-fulfilling prophecies. Students who perceive their own ability as low and who believe that ability is fixed also tend to limit their achievements.

A sense of self-efficacy is usually helpful. When it leads to overconfidence and rigidity, it is not helpful. A student who is convinced that he or she is right and that teacher is wrong is unlikely to change how he or she goes about the learning task, even when it is not working very well. Some personality types are characterized by this kind of assurance of their rightness, and they can be quite stubborn. In other cases, closed-mindedness that seems to reflect self-efficacy may in fact be based on quite the opposite feeling, and the student is making desperate efforts not to have to face his or her own sense of inadequacy. In dealing with apparent overconfidence, both hypotheses should be tested.

Задание 1.4. Anxiety.
Цель: Познакомиться с тем, какое влияние оказывает тревожность на процесс изучения иностранного языка.

Прочитайте текст "Anxiety" и узнайте больше о влиянии тревожности на процесс изучения иностранного языка.

Anxiety

Motivation, self-efficacy and anxiety are closely linked. Satisfactory self-efficacy contributes to maintenance and even enhancement of motivation. There is usually little cause for deliberating anxiety. On the other hand, disappointment with one’s performance can lead to reduce self-efficacy and also to reduce motivation; it can also result in anxiety that gets in the way of learning. Anxiety is often linked to fear that one will fail in some way: on an assignment, speaking in class, on a test, in the final grade, in competition, maintaining one’s position in a community, in interactions with native speakers, or on the job. Sometimes the anxiety is localized to only one kind of activity. In other cases, it is aroused by the entire learning situation.
Psychologists differentiate between trait anxiety, which is a stable part of a person’s personality, and the state anxiety, which is related to specific events or situations. Numerous empirical studies have shown that introverts tend to experience more anxiety than extraverts. Thin ego boundaries are also associated with the trait anxiety. Thin ego boundaries students were reported to experience some anxiety, whereas the “thick” exemplars reported none. Perhaps trait anxiety is state anxiety extended over many classroom situations. For purposes of working with the students having learning difficulties, it may be a good strategy to treat all anxiety about learning, as if it were state anxiety. In this way, both teachers and students can perceive the anxiety as manageable, not inevitable.

Another important distinction is between debilitating (harmful) anxiety and facilitating (useful) anxiety. The anxiety previously described is debilitating. It gets in the way of learning. Facilitating anxiety mobilizes resources to accomplish a task. Some researchers believe that no anxiety is ever helpful, and others believe that facilitating anxiety exists for some people but not others. The phenomenon could be called tension or arousal, but because anxiety appears in fact to be a component, together with tension and arousal, it is reasonable to use the term facilitating anxiety here.

The function of facilitating anxiety is to build up just the right amount of arousal to get onto a task and mobilize one’s cognitive and affective resources. To generate a little anxiety – just enough anxiety, but no more than needed might be useful for some sort of activities in a language classroom. Good teaching relies on the facilitating anxiety implicit in challenges to the students that are just a little beyond what they can do but not too far. An appropriate level of competition between students can also stimulate facilitating anxiety and task arousal. The phenomenon of too much or too little anxiety at either extreme and an optional level some where in the middle is referred to by psychologists as the Yerkes-Dodson Law. In practical terms, this means that only for individuals in specific circumstances can we determine the point on an imaginary curve at which relaxation turns into optional arousal and the point at which optimal tension becomes debilitating.

Students are human beings just as all people are. They have needs and anxieties in a language classroom, many of them about their effectiveness and what other people think of them. Speaking publicity in the target language has been found to be particularly anxiety provoking, even for learners who feel little stress in other aspects of language learning. The speech of anxious students is often accompanied by blushing, trembling voice and hands, a pounding heart and headaches. Anxious students are less likely to volunteer answers or participate in oral classroom activities. Some students with high level of language anxiety may even have mental block. They display avoidance behaviors such as skipping classes and postponing their homework.

Language learners can feel friendship, fear, anger, enthusiasm, and so on about their teachers and classmates. Difficulty, even friction, between student and teacher,
student and other students can come from a number of places. The source may be in
the classroom, but it is also possible that it is not the language class or the teacher’s
inadequacy where the difficulty lies. More information is needed. When students ex-
perience anxiety they display defense mechanisms to protect their equilibrium and
self-esteem in the face of the situations that challenge them.

Задание 1.5. Defenses Against Experiencing Anxiety.

Цель: Познакомиться со способами психологической защиты учащихся от
негативных переживаний на занятиях по иностранному языку.

Прочитайте текст "Defences Against Experiencing Anxiety" и узнайте о спосо-
бах психологической защиты, к которым могут прибегать студенты, испы-
тывающие негативные переживания в процессе изучения иностранного
языка. Чтобы узнать больше о психологических защитных механизмах
учащихся на занятиях по иностранному языку, ознакомьтесь с их типоло-
гией (Box 1), стр. 13.

Defenses against Experiencing Anxiety

People protect their emotional equilibrium and self-esteem in a variety of
ways. The technical term for these is defense mechanisms. All of us use defense
mechanisms. They are a part of normal life for every one of us. Without them,
we would be emotionally defenseless in a world where some defenses are
needed. Defense mechanisms are essential for softening failures, protecting us
from otherwise overwhelming anxiety, and maintaining our sense of personal
worth. But sometimes the defense mechanisms become dysfunctional.

The mechanisms themselves have been classified by some scholars as more
or less mature, but every normal person uses all of them – immature or mature – in
a greater or lesser degree all the time. Much of the time, we use defense mecha-
nisms appropriately. When inappropriately used, they do not produce realistic ad-
aptation, and sometimes they involve others in inappropriate ways.

Each of us has our own preferred means and patterns of defense against
anxiety, but ultimately, defense mechanisms can be seen as involving some form
of avoidance of discomfort, whether directly or indirectly, by some sort of sub-
stitution. They compose a variety of behaviors, thought processes, and manipu-
lations of our feeling; they are ordinarily used unconsciously. We can categorize
the various common defense mechanisms as (a) flight or withdrawal behaviors,
(b) aggressive or “fight” behaviors, (c) group manipulation behaviors, and
(d) compromise behaviors.

A number of defensive behaviors will be presented in Box 1, p. 17 under
these four categories, together with the examples of how each might appear in a
language classroom.
Defense Mechanisms in a Language Classroom
[Adapted from Vaillant G.E. (1977); Williams M., Burden R. L. (1997); Ehrman M.E. (1996)]

**Flight Behaviors** (Moving Away, Direct Avoidance)

*Intellectualization* (emotional insulation): One deals with emotions in an “objective” way so that it is never necessary to come to grip with feelings. This may include overpreoccupation with details or paying attention to the inanimate or the external to avoid dealing with people and feelings.

Generalization is closely related: A statement such: “People can get really anxious when there are long silences” may really mean “I am very anxious about this silence”.

*Repression*: this is most simply described as forgetting. One may forget an assignment, learned material, an appointment and so forth.

*Denial*: Failure to be aware of some aspect of external reality. For example, “If I am just friendly enough, all those do’s and don’t’s won’t matter” is a denial of the real importance of sensitivity to cross-cultural differences.

*Withdrawal*: Pulling away. May show up as lateness, absences, silence, unresponsiveness, boredom or even physical removal of oneself from the class. “Nomadism” and fantasy are special cases of withdrawal.

*Nomadism*: The “geographic cure”. Inability to stay in one place, frequent changes of class group, even need for frequent change of content or materials.

*Fantasy* (escape from reality): All of us probably daydream from time to time, but when we live in a fantasy world to the exclusion of job, family, class, assignments and so forth, this defense has gotten out of hand.

*Rationalization*: An attempt to justify maladaptive behavior by substituting “good” reasons for real ones – for example, “I’m not getting much out of this class because what I really need is vocabulary”, or “I can’t do the reading because I have other responsibilities too!”

*Reaction Formation*: Behavior diametrically opposed to unacceptable wish. For example, one might take care of classmates even one really wishes to be taken care of, or express very strong dislike for some aspect of a foreign culture that represents fulfillment of inappropriate wishes.

**Aggressive Behaviors** (Moving Against, Substitution)

*Projection*: Attribution to others of characteristics those are unacceptable in oneself. For instance, someone competing for “airtime” in class might attack another person for taking more than his or her share of the class time. This may involve strong suspiciousness of others’ motives and collecting injustices to which one believes one has been subjected.

Competition With the Teacher (or classmates): One who attempts to control the class or “out-do” the teacher may be trying to demonstrate superiority to
avoid a feeling of incompetence or shame.

*Displacement:* Redirection of feeling toward an object (person, animal, thing) toward which one feels less strongly than about the person or situation arousing the feelings. Scapegoating (the program, classmates is a form of displacement; anger with learning a certain skill.

*Cynicism and Negativity:* Belittling the program and its goals, teacher, other students, the assignment. Scapegoating the language program as a way of avoiding looking at one’s deficiencies is both a form of negativity and form of displacement.

*Interrogation:* A barrage of questions keeps others on the defensive. Constant cross-examination of others or consistent focus on asking questions about the language might be efforts to keep spotlight safely away from oneself.

*Identification:* All of us identify with others; it is a key element of learning, especially of language and cultures. But it may be harmfully defensive if one identifies with someone who is cynical, who resists learning, for example. Identification with the aggressor is a common source of hostile behavior.

*Acting Out:* Action to avoid awareness of the feelings associated with an underlying wish or impulse. This may involve fidgeting and other motor activity, displays temper, impulsive acts and statements, certain kinds of failure or chronically giving in to impulses to avoid buildup of tension (e.g., blurting whatever is on one’s mind all the time in class).

*Passive-Aggressive Behavior:* Passive aggression is a special case of acting out. It is aggression toward others expressed indirectly (and often ineffectively) through passivity or against the self, and this can include procrastination, clowning, illness, nonfulfillment of promises.

**Group Manipulation Behavior**

*Forming Subgroups:* Class members seek out one or two supporters and form an emotional subgroup alliance in which they protect and support each other. This may be done by projecting onto and belittling others, or simply by exclusive closeness.

*Rescuing:* This may occur both within or outside subgroups. In conflictual or confrontational situations, one member mediates for another who seems to be under fire, with the assumed contract that the other will return the favor. When unsolicited, this can interfere with the other person’s learning.

*Focusing on One* (Scapegoating): A class may spend excessive time and energy on the individual (on the program). By keeping the spotlight on the person, others can become passive or keep action away from themselves.

**Compromise Behaviors**

The following are generally considered to be relatively “mature” or constructive defenses, but even these can be overused or misused.

*Anticipation:* Realistic expectation or planning for future inner discomfort. Includes goal-directed but sometimes overly careful planning and worrying, premature grieving for loss or “pre-living” of other discomfort.
Sublimation: Reflections of wishes that one may not feel comfortable with through activities that do not have either adverse consequences or marked loss of gratification. This includes expression of aggression through constructive competition, artistic expression, making a game of a task, and so forth.

Humor: Overt expression of ideas and feelings with appreciation for their inherent contradictions, without individual discomfort or unpleasant effect on others. This may include some games and playful regression (laughter in the classroom). In contrast, wit is often a form of displacement, distracting one from what is painful, whereas humor looks directly at what may be painful.

Altruism: Vicarious but constructive and personally gratifying service to others, including benign reaction formation, philanthropy, and even well-paid service to others. Tutoring others in one`s class is a clear example of altruism.

Задание 1.6. «Психические состояния».
Цель: Самопроверка усвоения учебного материала первого раздела.

Выполните тест «Психические состояния» (Приложение 1). Проверьте правильность своих ответов с помощью ключей к тесту «Психические состояния» (Приложение 5).
Diagnostic Skills

Teachers sometimes run across students who seem determined to sabotage their own success. These students need sympathy and outside help. There are events in the student’s outside lives that can go a long way to explaining their stressed-out behavior. Students often have work, family or school constraints in addition to their language study. Family commitments and family problems, personal illness, financial or legal problems, and other personal problems can take away a lot of energy and motivation. How do you know there is a trouble to be dealt with? Sometimes a student will come and ask for help directly, but more often that not, you can notice something in the student’s behavior indicating a difficulty of which the student may be unaware. Sometimes the content of what you hear may give you a cue that something is wrong.

From previous reading you have learned a great deal about foreign language learning difficulties, experienced by students in a classroom. Now you can try your diagnostic skills. There are different ways to get information about your students – observation, interviews, and formal instrumentation such as questionnaires and psychological tests. All types of data collection have drawbacks, and all have certain advantages. You will probably find that one or another source is especially comfortable for you to use, or you may develop a level of special skills in one or more. The most important reason for paying some attention to how you collect information is that your information will be more accurate and trustworthy, so your intervention will work better and will therefore repay the time invested.

You can try observation in Case Studies. Most of the cases represent real people or composites of actual individuals, but they all are real people who are typical of the students we meet. The key to successful observation is managing your attention. It is important to decide what to look at. Human observation is limited by the fact that it is impossible to take in everything? So the attention must be selective. Careful data collection is needed primarily for your very few most challenging students, for other students less detailed, informal observation can be used.
There is a great deal to be learned by interviewing students, both formally and informally. Some of the interviewing techniques can be used for 5-minute interactions in the corridor; others are used for more formal hour-long counseling sessions. One of the reasons for doing interview is to build rapport that might not come from other data collection techniques. Part of the art of interviewing is to make it easy for the other person to let you in to his or her world. The background information can be a useful way to start an interview. Just asking for this kind of information can break ice between teacher and student. Your student’s previous history will color much of his or her experience in language learning.

You can also try using information from questionnaires. These instruments provide important information that enhances understanding of students. Questionnaires can be very helpful indeed. For many teachers, this is the only way they will be able to assess the learning style dimensions, motivation and anxiety.

In any form, the act of observation or of other forms of data gathering will itself have an effect on the teaching and learning process. As well as developing your awareness of other people’s reaction, that will help you to learn how to express your thoughts and feelings in a controlled and planned way in order to communicate effectively. As you gain confidence in one or more tools, you may explore and practice use of others. The information from observations, interviews and questionnaires can work together. The best information will come from multiple sources.

Задание 2.2. Метод опроса.
Цель: Изучить возможности опросных методик в контексте обучения иностранному языку.

Ознакомьтесь с опросниками “Biographic Background Questionnaire” (Приложение 2) и “Motivation and Strategies Questionnaire” (Приложение 3). Разработайте на их основе собственные опросники, которые позволят вам провести психодиагностику учащихся на занятиях по иностранному языку.

Задание 2.3. Метод наблюдения.
Цель: Изучить возможности метода наблюдения на материале Кейс Стадиз (Case Studies), заимствованных из практики обучения студентов иностранному языку в американских университетах.
Внимание! Персонажи Кейс Стадиз представляют собой собирательные образы, типичные для большинства студентов, изучающих иностранный язык.
Ознакомьтесь с материалами Кейс Стадиз, чтобы:
1. Определить характер психологических затруднений каждого студента (motivation, self-efficacy, anxiety, defense mechanisms, beliefs about language learning, etc.);
2. Описать проявления психологических затруднений каждого студента (blushing, trembling voice and hands, a pounding heart and headaches, mental block, etc.);
3. Определить типы психологических защитных механизмов, которыми пользуется конкретный студент (flight or withdrawal behaviors, aggressive or “fight” behaviors, group manipulation behaviors, compromise behaviors, etc.);
4. Подсказать путь выхода из созданной ситуации для каждого студента (to increase one’s motivation, to manage one’s feelings, to have a positive “self-talk”, to get an appropriate teacher support, to improve language learning strategies, to create his/her own pathway to success, etc.);
5. Назвать людей, которые могут оказать поддержку студенту в преодолении психологических затруднений, связанных с изучением иностранного языка (trusted friends, parents, classmates, teacher, psychologist, themselves, etc.).

CASE STUDIES

1. Case One: Heidi
   Heidi is a native-born American whose grandparents were immigrants. Heidi has been in German language class for several weeks now. She is compliant with classroom requests and does her homework regularly. She is an average student, neither outstandingly good nor outstandingly bad. Somehow, though, she lacks enthusiasm. She has come to teacher to talk about her performance in class, with which she is not satisfied. As the teacher talks with her, he learns that she has signed up for this class because it is the language of her grandparents. She has always regretted that she could not speak easily to them, and there has always been some pressure on the children of her generation not to lose touch with the motherland’s culture. Her parents and surviving grandparents were delighted when they heard that she had enrolled in the course. Heidi is majoring in a subject for which this language will not be useful, and, truth to tell, she doesn’t much like the class or the language. However, she feels that if she drops the course, she will disappoint her entire family. It is too late to drop the course without penalty.

2. Case Two: Jeff
   Jeff finds it difficult to know what others want of him, though he wants to meet their expectations, and so he is uncomfortable when he feels he is under personal judgment. Jeff feels shy about “performing” (speaking in class) unless he knows his audience; he likes to feel he’s “in it together with” the others. Being under the spotlight is stressful for him, especially if he has not had the opportunity to think something through before he says it. His relations with class-
mates and teachers are low key but easy. Jeff is not gregarious but is friendly, especially if there is some common ground. He has a special bond with a teacher who shares his enjoyment of fine points of grammar.

3. Case Three: Ron

Ron has been having difficulty with grammar rules and memory for vocabulary. His pronunciation is so poor as to be intrusive and difficult to understand. Although he is not a fast learner, he has convinced himself that he is worse than he really is. Ron is often grouped with another learner who has been having some trouble. Ron complains about being with such a slow student, describing him only as “stupid” but narrow-minded. He attributes his very slow progress to the fact that he is so often with this other student. He has requested to be put in more advanced groupings, but he does not realize that the others have explicitly requested that he not be in their learning groups. They do not want him. Ron has expressed satisfaction when his teacher is very “demanding” and imposes a lot of learning structure on him, checking his homework and guiding him step-by-step in both daily class activities and in homework. He had studied before with teacher who in his opinion was insufficiently strict, so that Ron did not feel obliged to study at home. The earlier teacher has described efforts to “empower” Ron to manage more of his learning. Ron has been performing at the same level with both teachers. He says that he is a person who needs strict guidance and direction and that he had had this all along, he would have done better. He says he is terribly bored in class and can’t wait to leave.

4. Case Four: Jane

Jane is very worried about reaching the goal of working proficiency that she needs to get a job she wants. She is panicked at the idea of not making her goal. Jane made a major scene when her schedule to take a test was changed. When she was offered a compromise, she turned splotchy red and became “hysterical”. Jane has no tolerance for her own mistakes, which drive her into downward spiral. She is drastically more anxious than the other students in the class, and it’s clearly affecting her concentration. I keep hearing “I am not making my goal, this program isn’t helping me, and what are you doing to help me?” All that unproductive worry and anxiety makes a teacher wonder if she’s trying to sabotage her success.

5. Case Five: Linda

Linda is bright, articulate and very demanding of her teacher’s time. She is having difficulty learning the new language, and since there are important extrinsic incentives depending on her achievement in the course, she feels great pressure to succeed. She considers herself a good language learner. Every week Linda complains about something new. First, she thought that the reason she was not doing well was because the class was too big. When arrangements were
made for her to work in a small class grouping, she didn’t want to go because she thought the students were less able than she. Next she complained that the teacher spoke too fast and never explained anything clearly. The schedule and the class activities, in her opinion, were geared more toward the other students’ needs. She also complained that the textbook did not have enough grammar explanations. She could not use the language laboratory because it was too noisy. In short, Linda was miserable and let her teacher and classmates know it. In addition, she has recently been sick and missed a number of days of class. The program has tried to accommodate Linda’s needs whenever possible, but it has also been necessary to tell her that she is in danger of not reaching her proficiency goal. Linda is very upset and has been making very negative remarks about the course and the teacher. She’s even mentioned going to her teacher supervisor.

Задание 2.4. Узнайте студента по описанию.
Цель: Самопроверка усвоения учебного материала второго раздела.

Выполните задание «Узнайте студента по описанию»: с помощью описания студента, о котором шла речь в Задании 2.3, назовите его имя. Проверьте правильность своих ответов с помощью ключей (Приложение 6).

Узнайте студента по описанию

A
Difficulty, even friction, between teacher and student can come from a number of places. This student is letting us know that something is going very wrong for her, and her teachers are having difficulty getting it clear enough that they can address it. The source may be in the classroom, but it is also possible that it is not the language class or the teacher’ inadequacy where the difficulty lies. More information is needed.

Назовите имя студента

B
The description of a student shows that sometimes the anxiety is unmistakable. It reaches nearly panic dimensions. The girl’s issue was related to her fear of failure. As it turned out, she was indeed sabotaging herself so that she would have an excuse for not meeting her goal. If she did badly, she could say to herself “if I would really tried, I would have succeeded”. The result was that her anxiety was a protection of her self-image as competent through setting up so she could not succeed, but at the same time it also produced a threat to her self-perception.

Назовите имя студента
C
This case shows that anxiety is not always about learning. Sometimes it has to do more directly with relations with others. This student has expressed such concerns fairly directly. His social concerns affect his learning, of course. He suffers from inhibition about performing that is a result of feeling in the spotlight and judged by others.

"Назовите имя студента"

D
A lack of self-efficacy can lead to very dependent behavior by a student. The student does not trust that he or she can learn without the teacher’s close support. A rather dependent learner needs what can be called “appropriate support”. This means the right amount of external structure, but no more and no less. Helping such students develop a sense of self-efficacy does not mean requiring him to deal right away with unlimited “open country”. That would have a contrary effect on their sense of self-efficacy as language learners. Instead, for them, it will probably be a good idea to let them spend most (though not all) of their time on railroad and highway activities at the beginning of the course. They can be challenged, however, with carefully selected and limited bits of authentic material in which success is built in. They can also be given help in developing strategies for setting learning priorities, planning their study and evaluating their learning.

"Назовите имя студента"

E
This is a case of problematic motivation that many teachers may run across in a language classroom. Student’s family background and culture of origin had an effect on her feelings about the language study. She was studying the language of her family’s origin more out of a sense of duty than for reasons related to her own interests or career development.

"Назовите имя студента"
Задание 3.1. *Society and the Language Classroom.*

Цель: Проанализировать социальную сущность процесса обучения иностранному языку в современном мире.

Прочитайте текст "*Society and the Language Classroom*" и узнайте больше о влиянии социума на процесс обучения иностранному языку.

**Society and the Language Classroom**

For the purpose of our course, society is interpreted as all of those wider contexts in which are situated the institutions in which language teaching takes place. These include – but are not limited to – the international, national, community, ethnic, bureaucratic, professional, political, religious, linguistic, economic and family contexts in which schools and other educational institutions are located and with which they interact.

Thought-provoking issues emerging from our course include the possibilities that:

- The culture and prosperity of a society depend on its knowledge base, comprising both education and research. Each level of education takes the knowledge it receives from the one above. Higher education is seen as having a very clear function in the development process: Higher education must be able to play a dynamic role as a prime mover in the process of modernising the society and population.
- Innovation may have unpredictable consequences unless careful study of classroom behaviour has been carried out. Both teachers and students may resist innovations. In some cases, innovations which are intended to facilitate learning may be so disturbing for those affected by them – so threatening to their belief systems – that hostility is aroused and learning becomes impossible.
- The behaviour of both teachers and students in the classroom can be explained or interpreted with the reference to the society outside the classroom.

*Example:* In a society that emphasises respect for the past and for the authority of the teacher, the behaviour of both teachers and students will mirror these values. A society that rewards independence and individuality will produce a very different classroom etiquette.

- What may be evident in classrooms in general, across all subjects, may of course look very different in any particular subject area.
- The special case of language pedagogy.
Example: Language as a subject area does indeed raise subject-specific and highly complex possibilities for the analysis, to the extent that language pedagogy may be concerned precisely and explicitly, in its own stated aims, with preparing learners to be able to cope with that part of ‘the world outside the classroom’ where the language being taught is regularly used. Language teachers may therefore be importantly different from mathematics teachers, for example

- The language classroom is about socialisation. For many language teachers around the world, preparation for the target language world outside the classroom is a major, if not the major (and only ultimately worth-while?) underlying purpose for the job. For such language teachers the socialisation of their learners into target language community is the prime and ultimate goal

P. S. In some settings (more that we might wish, probably perhaps even a majority) language teachers may approach their subject in much the same way as teachers of mathematics and argue that preparing their learners for paper qualification in the target language is the predominant need, while other teachers in other settings may adopt a purely literary orientation to their subject and its underlying purpose

- Language classrooms may have non-pedagogical functions in addition to their language learning role

Example: In some situations, the language classroom may be the context for the learning of ‘other things’ in addition to – or even in place of – language. These ‘other things’ may include an understanding of the respective roles and responsibilities of teachers and students, an understanding the importance to change

- The language classroom is about management. Even a simplistic analysis of classroom socialisation shows that life in language classrooms is even more complicated than we may have previously thought. Both teacher and learner resistance to change may occur. The language classroom management means to simplify the complexities

Задание 3.2. Language Teacher in a Digital Age.
Цель: Проанализировать роль педагога в процессе обучения иностранному языку в эпоху цифровой эры.

Прочитайте текст "Language Teacher in a Digital Age" и узнайте больше о профессиональных требованиях к преподавателю иностранного языка в информационном обществе.
The construction of an ‘ideal-self-as-teacher’ is inevitably multifaceted. Social constructivism suggests that this is most helpfully a shared process within which both teachers and learners are engaged in a multilevel process of action, monitoring, reflection, feedback and further action. Thus, to be an effective teacher we need to look both inwards and outwards. We need to develop our awareness of others’ viewpoints, in this case different perspectives on teaching, and to look to our own beliefs, standards and values. We then need to construct a particular identity of the kind of teacher that we want to be and to seek to reproduce this in our day-to-day activities, in our actions and in our interactions in the teaching-learning arena.

The intention here is to enable teachers to become reflective practitioners, whereby they subject their everyday professional practice to ongoing critical reflection and make clear their own particular world view by means of such consideration. Critical reflection is not necessarily negative in its orientation, but it does imply at the very least that teachers should be aware of their belief systems and constantly monitoring how far their actions reflect those beliefs or are in keeping with them.

If teachers are to be effective in whatever approach they decide to take, it seems reasonable to expect them to act as reflective practitioners. We can try to outline the ways in which teachers-as-reflective-practitioners act. Firstly, the curriculum must be seen as an inventory of themes of understanding and skill to be addressed rather than a set of materials to be learned. Secondly, each student has to be treated as an individual, ‘a universe of one’. Reflective teachers do more than extend their capacity to administer drill and practice. Most interesting to them is to help students to become aware of their own intuitive understandings, to fall into cognitive confusions and explore new directions of understanding and action.

Much of contemporary education is about preparing students for jobs that do not yet exist. And we can not imagine what the jobs of the future will be. Moreover, education is more than job preparation. Education, including language education, has to balance the old and the new. But right now, there is a lot that is new, much of it driven by or derived from digital technologies. Digital technologies underpin the creative networking of post-industrial economies. Teachers and students who can not express themselves effectively online are doomed to silence in digital culture. They will find themselves on the wrong side of a digital divide. That is why education must also prepare teachers and students for social future where they have the technological and personal literacies (the participatory, cultural and intercultural literacies) to build their own digital identities.

Thus, teachers are living and working not just in perpetual technological beta, but in perpetual educational and professional beta as well. And, despite the standardization plans of governments, the security restrictions of educational
institutions, the underfunding of teacher training, and the anti-digital campaigns of conservative educators the global future of our planet demands good preparation for these conditions, helping students develop relevant skillsets and open mindsets.

Digital technologies – including computing and mobile technologies – are among the most widely discussed subjects of our time, yet the way they affect young people, education and society as a whole is poorly understood. Swamped by competing arguments, many of language teachers have difficulty deciding which experts to listen to or which claims to believe. Nevertheless, to deny students access to digital literacies in the name of an outdated, predigital model of language teaching is irresponsible. And happily many teachers do use technology on a regular basis.

In the beginning we had the static web, the one of web pages telling us stuff – a set of data or facts written by experts. That was Web 1.0. Then along came Web 2.0. Things started to change. The user as generator of web content, the new ‘prosumer’ (producer and consumer) is the essence of Web 2.0. There are literally thousands of Web 2.0. tools, many of them free. Wikipedia, You Tube, Twitter, Face Book – these are just the headliners. Of course, Web 1.0. hasn’t disappeared. There will probably always be a need for some static content – some basic facts are unlikely to change. Web 1.0, with its emphasis on static content, fits in extremely well with a traditional model of teaching. Instead of doing reading from the coursebook, let your students read from a website.

But Web 1.0. seems to miss out completely on the power of new technologies – Web 2.0 technologies – to engage learners and have them produce content. Students can hardly be expected to get excited by the use of Web 1.0 technology only. Students know what they need. They need authentic learning communities where they are known and feel valued. They deserve to be recognized for their unique strengths. It’s time to focus on the students.

Web 2.0. is best seen as an evolution of Web 1.0, not a replacement. So while there may be a place in the classroom for Web 1.0, you need to make sure you don’t get stuck here. Teachers should also be integrating some of the tools offered by Web 2.0.

Задание 3.3. Taking the language learners' and teachers' perspectives into account

Цель: Проанализировать основные компетенции субъектов процесса обучения иностранному языку в информационном обществе.

Прочитайте текст "Digital Literacies" и узнайте больше о ключевых компетенциях субъектов процесса обучения иностранному языку в эпоху цифровой эры.
Digital Literacies

Mark Pegrum is an assistant professor in the Graduate School of Education at the University of Western Australia, where he teaches in the area of e-learning. His research focuses on the increasing integration of web 2.0 and mobile technologies into everyday life, and examines the pedagogical, social and sociopolitical implications of phenomena such as blogs and wikis, podcasts and video mashups, social networking sites and virtual worlds.

Much of Mark Pegrum's current research focuses on the suite of literacies which are essential to be able to process information, as well as to be able to express yourself effectively, in digital culture. This builds on a discussion of literacies in his 2009 book, *From Blogs to Bombs*. He is not aiming to set up a checklist of literacies which teachers or students can tick off as they're acquired, but rather to explore the kinds of skillsets necessary to function well in contemporary culture.

Some of the literacies on his list include:

**LANGUAGE-BASED LITERACIES** print literacy, texting literacy, hypertext literacy, multiliteracies (including visual literacy, audio literacy & video literacy) and technological literacy (including code literacy);

**INFORMATION-BASED LITERACIES** search literacy, tagging literacy, information literacy (aka critical literacy) and filtering literacy (including attention literacy);

**CONNECTION-BASED LITERACIES** personal literacy, network literacy (including digital safety), participatory literacy and cultural/intercultural literacy;

**REMIX LITERACY** – a metaliteracy which encompasses most of the above literacies and is, arguably, the hallmark literacy of contemporary culture.

Задание 3.4. *Educating Virtually.*

Цель: Получить более детальное представление о ключевых компетенциях субъектов процесса обучения иностранному языку в информационном обществе.

Прочитайте текст "*Educating Virtually: Digital literacies in detail*" и узнайте больше о профессиональных компетенциях преподавателя иностранного языка в информационном обществе.
Educating Virtually: Digital literacies in detail

A little over 100 pages, this powerhouse of the book *From Blogs to Bombs: The Future of Digital Technologies in Education* by Mark Pegrum takes a holistic approach to viewing digital technologies in education and society. This is an important book and anyone who cares about education should read it. Pegrum uses what he calls the 5 lenses of digital technologies: technological, pedagogical, social, sociopolitical, and ecological to explore the issue of what it means to learn and live in a digital age. He uses countless anecdotes and research to explore a gamut of issues that impact how digital technologies are changing education, identity and society. One of the most powerful chapters of the book is where Pegrum lays out what he sees as important literacies students must grapple with to be successful in the 21st Century.

These are the literacies he suggests are important:

- **Print Literacy**: Foundational literacy; what we have come to think of as the 3R’s: Reading, Writing and Basic…the importance of these skills has not diminished.
- **Search Literacy**: The ability to search for information efficiently and effectively
- **Tagging Literacy**: The ability to use tags to categorize and search for information
- **Information/Critical Literacy**: The ability to evaluate information for validity, accuracy, and relevance
- **Filtering Literacy**: The ability to quickly go through a multitude of sources to find relevant information
- **Network Literacy**: The ability to leverage social and professional networks to get timely information
- **Hypertext Literacy**: The ability to understand the effects of links and how to navigate them effectively
- **Participatory Literacy**: The ability to participate in a variety of networks in an appropriate and positive way
- **Visual Literacy**: The ability to decode messages in images, graphics, and iconography
- **Audio/Video Literacy**: The ability to critically analyze audio and video
- **Media Literacy**: The ability to analyze commercial media and its impact
- **Virtual World/Gaming Literacy**: The ability to interact appropriately in virtual world/gaming environments
- **Remix literacy**: The ability to read and create remixed content
- **Personal Literacy**: The ability to understand how to present oneself
online safely and how others will read them on the web

- Communicative literacy: The ability to conduct online interactions appropriately and safely
- Cultural/Intercultural literacy: The ability to interact and appreciate the value of various cultural differences and attributes
- Technological literacy: The ability to use text and graphic software, web 2.0 applications and simple authoring tools and the ability to adapt new ones as they become available
- Code literacy: The ability to read, write and modify computer code
- Programming literacy: The ability to bend technology to one’s needs and purposes
- Texting literacy: Raising awareness of features of textspeak and when to use it

Chapter 4 and 5 of the book that talk about social and sociopolitical lenses also offer great insight into how learners today are using digital technologies to shape their identity and how the broader sociopolitical landscape is being shaped by digital technologies and the implications this has. The last chapter about the ecological lense is a bit short but it brings up important issues of the impact of digital technologies on one’s health and the environment. As Pegrum notes luxury in the future may be the luxury of time away from these digital technologies.

Задание 3.5. "Myths of e-learning".

Цель: Проанализировать стереотипы обучения иностранному языку с применением информационных коммуникационных технологий.

Прочитайте текст "Myths of e-learning" и узнайте больше о наиболее распространённых и устоявшихся стереотипах обучения иностранному языку с применением информационных коммуникационных технологий.

Myths of e-learning

**E-learning saves money.**

It doesn't. It's resource- and labour-intensive for both staff and students. Its advantages are pedagogical, (multi-)cultural and perhaps geographic, but not economic. However, while it is a mistake to see e-learning as a cheap alternative to face-to-face classes, there is no doubt that e-learning courses can be economically viable, as is currently being demonstrated all over the world.
E-learning is a methodology.
It's not. It's a technology. It can be used in the service of philosophies and methodologies from across the educational spectrum, ranging from transmission and behaviourist pedagogies (see web 1.0) through to social constructivist pedagogy (see web 2.0).

E-learning is for anyone, anywhere, any time.
This myth ignores the digital divide and downplays the cultural capital – including the digital literacy skills - necessary to engage actively with the online experience. It also ignores the fact that e-learning technologies reflect the Western, masculine bias of their creators and original developers.

E-learning is what the net generation wants.
Referring to the younger generation as the "net generation" implies that all young people are digitally literate and suggests they are comfortable with online education. Research shows such assumptions of homogeneity are misplaced – and that many students, young and old, prefer traditional pedagogical approaches and want least some face-to-face contact.

E-learning can replace face-to-face learning.
Face-to-face learning and e-learning both have their advantages. That's why many educators are now exploring blended learning models which capitalise on their complementary strengths. On the other hand, in situations where face-to-face contact is not viable, e-learning may make a course possible where it could not otherwise exist - and as many educators are discovering, there are great pedagogical advantages to assembling multicultural classes in a virtual space.

E-learning can replace teachers.
In some transmission and behaviourist models, this is true up to a point. In constructivist models, e-learning replaces the classroom, not the teacher; teachers and students continue to interact through the additional channels of communication provided by e-learning technologies.

E-learning is about speed.
A lot of e-learning is about slowing down the learning process, giving participants time and space to reflect on interactions (e.g., on discussion boards) or to draft and redraft work (on wikis).

E-learning is about flexibility.
It's about flexibility of time and geography, not about flexibility of learning. Few of the most important learning experiences are completely flexible, since they require organisation, structure and sheer hard work.
E-learning is about multitasking.
This may be true with some tools (such as social networking) which are typically used in conjunction with other tools, but it certainly isn't true of all e-learning. Nor is it clear that multitasking is beneficial: while there may be advantages in terms of lateral thinking and making connections across fields, research to date strongly suggests it is less efficient than tackling tasks serially. However, given that learning does rewire the brain over time, the jury's still out on this one.

E-learning is facilitated, not taught.
Facilitation is only one part of what online teachers do. Their roles are extremely demanding, as they must balance organisational, didactic (traditional teaching) and facilitation roles. They also become technicians, counsellors, cheerleaders, etc.

Задание 3.6. The Future of Digital Technologies in Education.
Цель: Проанализировать перспективы развития образования в условиях цифровизации общества.

Прочитайте введение в книгу “From Blogs to Bombs: The Future of Digital Technologies in Education” by Mark Pegrum (Приложение 4) и узнайте больше о возможностях и вызовах образования будущего в условиях цифровизации общества.
Приложение. Данный материал был любезно предоставлен автором в рамках онлайн семинара для участников интернет-сообщества The Consultants e-Community http://www.train2do.com/moodle/course/view.php?id=139
Дата проведения семинара – 02 февраля 2010 года.

Задание 3.7. Helping students manage foreign language difficulties.
Цель: Проанализировать основные способы поддержки учащихся в преодолении психологических барьеров в процессе обучения иностранному языку.

Изучите материал "Common Approaches to Working with Foreign Language Learning Difficulties” (Box 2), стр. 31 и узнайте больше о поддержке учащихся в преодолении психологических барьеров в процессе обучения иностранному языку роли.
Common Approaches to Working with Foreign Language Learning Difficulties

[Adapted from material in Vaillant G.E. (1977); Williams M., Burden R. L. (1997); Ehrman M.E. (1996)]

Work with the learner’s strengths and avoid reinforcing failure.
*Stretch the weaker functions slowly and with as much built-in success as possible.*

Make heavy use of advance organizers to help the students organize his or her time and strategies.
*These can include a detailed syllabus, a calendar of due dates, and content previews.*

**Work on one problem at a time.**
*It is easy for students with language learning difficulties to get overloaded.*

Give plenty of time.
*For perceptual processes, for organizing thoughts, for production.*

Provide as much close structuring as the learner seems to need.
*Avoid letting go before the learner is ready, but don’t hold on any longer than necessary.*

Remind the learner of a strategy as often and as long as he or she needs you to.
*This provides necessary support.*

Calibrate the learning material amount to the learner’s intake capacity.
*Sometimes it will have to be very small.*

Present learning material in a variety of different ways.
*It helps with generalization, which many students find difficult.*

Let the students practice all the time.
*Overlearning helps. Find different ways so there are more contexts to connect with.*

Increase time on a task.
*This increases the opportunity for learning to take place.*

Seek ways to provide multisensory input and practice.
*Kinesthetic learning is often of great help, so you should look for ways to build it in.*

Encourage use of technology like computers, World Wide Web, spelling dictionaries, etc.
*This enhances motivation.*

Appeal to the “right hemisphere” with color, patterns, imagination, and visualization.
*These enhance the more conventional learning.*

Give the whole picture.
This will help students with a global thinking.
Do not concentrate too much on the problem; do not perceive the problem as separate or even separable from the student’s reactions to it. Helpers who concentrate too much on the problem run the risk of missing the person who is troubled.
Do not try to solve every student’s problem. You only have to help students accept the responsibility for themselves. If we get the student into proper focus, we will automatically get the problem into the right perspective.
Recognize and discuss the nature of the individual’s language learning difficulties with him or her. This helps learners put their condition in perspective and take control of the learning.
Задание 4.1. Helping Yourself.
Цель: Исследовать возможности учебного материала для повышения уверенности в собственных силах и понижения тревожности учащихся в процессе обучения иностранному языку.

Ознакомьтесь с учебным материалом "Helping Yourself". Дайте ему свою оценку с точки зрения возможности его использования в целях оказания поддержки учащимся в преодолении психологических барьеров в процессе обучения иностранному языку.

Helping Yourself

Can you learn a foreign language? You are OK – you can do it! The process of language learning is complex and intricate. But the rewards of reaching your goals are manifold. It’s important to set goals for yourself.

Students with weak study skills more often have language learning difficulty. The issue of appropriate language learning is closely linked with the improving one’s learning strategies. A number of scholars have classified the many, many learning strategies that can be listed. For convenience, we shall use the six-category taxonomy developed by Rebecca Oxford. Her scheme has the following strategy categories: Memory, Cognitive, Compensational, Metacognitive, Affective, Social. Memory strategies are the techniques used to get material into our long-term storage. Cognitive strategies include practice and repetition, as well as an intellectual processing. Compensational strategies are those that are used to fill or compensate for gaps in knowledge or skill, such as circumlocution. Metacognitive strategies have to do with goal settings, planning work and evaluating it. Affective strategies are those that are used to manage one’s feelings, such as “positive self-talk”. Finally, social strategies involve other people. Every kind of learning strategy can be a way of elaborating and deepening knowledge. Memory strategies make sound, image, location or experiential links. Cognitive strategies may make use of intellectual, logical constructs to establish a kind of association. The necessity to use compensation strategies often provides experiential associations that greatly enrich the associational network of the language. Affective strategies link feelings, a powerful influence on long-term learning (storage and retrieval). Social strategies bring others into associational network through group study, getting help, pairwork and so on. They often activate affective strategies, too. Affective self-management is very important. Management of one’s feelings is at least as important as the cognitive strategies on use. Feelings can either enhance or inhibit one’s access to one’s cognitive and person-
ality-style resources. Discouragement often leads to lowered intrinsic motivation, which in turn may result in decreased use of helpful learning strategies. Discouragement can subvert any set of techniques. A sense of self-efficacy promotes the persistence language learning requires. Management of one’s feelings is apparently vital for reaching, maintaining and restoring access to learning abilities. It’s difficult to give hard-and-fast rules on how to study. Learning style, level of independence, area of difficulty, goals for learning and relationship with teacher (among other factors) make each instance different. Needs and solutions are often highly specific.

Through a healthy self-understanding, an awareness of the process you are going through, a confidence in your own abilities, and the determination to succeed, you can join the rank of millions of people who have successfully broken the language barriers. You may add a few more pieces to the mastery-of-foreign-language puzzle. Some of the most important pieces are these:

1. Believe in yourself. You don’t have to be a genius to master a foreign language.

2. Try to shed your natural inhibitions about behaving in ways that you think make you look foolish. Go ahead and jump right in; and if you make a fool of yourself in the process, just laugh about it. It doesn’t really hurt.

3. Take some calculated risks. If you always play it safe, you will never get anywhere at all.

4. No doubt you will feel some anxiety as you take those risks, but that’s okay. A certain amount of anxiety can be beneficial.

5. Try to maintain and/or develop your extroverted tendencies; they will help you to be more other-oriented as you communicate in the foreign language.

6. Language is used to play some of life’s more intricate games, but don’t worry about that at the beginning. Just make language learning itself a set of little games.

7. There are a number of deep-seated needs within us that can be tapped as motives for learning a foreign language. If you don’t already feel strongly motivated, try to identify how learning a language will meet these needs.

Languages are important for building international awareness. How is learning a foreign language like joining club? Can you cope with the second identity that is attached to your foreign language? How do languages interact with each other? In what way does foreign language learning also involve culture?

Задание 4.2. Joining a language club.
Цель: Исследовать возможности учебного материала для повышения мотивации учащихся на занятиях по иностранному языку.

Ознакомьтесь с учебными материалами “The Relationship of Language and Culture”, стр. 35; "English as a World Language”, стр. 36; "Tongue-tied Americans", стр. 37; “Young Britons shy away from learning languages” стр. 38. Дайте
The Relationship of Language and Culture

The relationship of language and culture in language study is one of the most hotly debated issues at the present time. Language is the principle means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways. The words people use refer to common experience. They express facts, ideas or events that are communicable because they refer to a stock knowledge about the world that people share. Words also reflect our attitudes, beliefs and points of view. Thus, language expresses cultural reality. But people in the society do not only express experience, but also create experience through language. We give meaning to it all the time in order to communicate with one another. That always happens when we speak face-to-face or on the telephone, read a newspaper or write a letter, or send an e-mail message. We also put some meaning to our voice, accent, conversational style, intonation, gestures or facial expressions. Through all its verbal and non-verbal aspects, language embodies cultural reality. Language is also a system of signs which have cultural value. People identify themselves and others through their use of language. Language apparently symbolizes cultural reality. Language can mean in two fundamental ways, both of which are intimately linked to culture: through what it says or what it refers to, and through what it does as an action in context. Meaning is never achieved once and for all; it must be conquered anew in every utterance through the verbal actions and interactions of speakers, and hearers, writers and readers. The words people exchange in verbal communication are linked in a myriads of ways to the situational and cultural context in which they occur. The ability to acquire another person’s language and to understand someone else’s culture while retaining one’s own is one aspect of a more general ability to mediate between several languages and cultures, called cross-cultural, intercultural or multicultural communication. Various terms are used to refer to communication between people who don’t share the same nationality, social or ethnic origin. The term cross-cultural or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation-states. They are predicated on the equivalence of one nation-one culture-one language, and on the expectation that a “cultural shock” may take place upon crossing national boundaries. In foreign language teaching a cross-cultural approach seeks ways to understand the Other on the other side of the border by learning his/her national language. The term intercultural may also refer to communication between people from different ethnic cultures within the boundaries of the same national language.
Both terms are used to characterize communication, say, between Chinese-Americans and African-Americans. Intercultural communication refers to the dialogue between minority culture and dominant culture, and associated with issues of bilingualism and biculturalism. The term multicultural is more frequently used in two ways. In a societal sense, it indicates the coexistence of people from many different backgrounds and ethnicities, as in “multicultural society”. In an individual sense, it characterizes persons who belong to various discourse communities, and who therefore have the linguistic resources and social strategies to affiliate and identify with many different cultures and ways of using language. The cultural identity of multicultural individuals is not of multiple native speakers. Who is a native speaker? Native speakers have a natural intuition of grammatical accuracy and their sure sense of what is proper language use. Native speakers have traditionally enjoyed a natural prestige as language teachers, because they are seen as representing its original cultural context as well.

**English as a World Language**

Due to historical, cultural, political and commercial reasons, the English speaking community has spread far beyond the borders of England, The United States, or Australia. In fact, more than one billion people all over the world speak some variety of English; there are three nonnative speakers for every native speaker. While linguists used to speak of the mother country, that is England and the colonies, sociolinguists today recognize three large geographical groupings of countries where English is used, namely Inner Circle, Outer Circle, and the Expanding Circle. Inner Circle countries where English is the dominant language (e.g., The United Kingdom, the United States, Canada, Australia, New Zealand); Outer Circle countries where English is an official language functioning with others (e.g., India, Kenya, Malaysia, Singapore) and Expanding Circle areas where English is used extensively for business or other specific purposes (e.g., China, Japan, Latin America, The Middle East). While numerous differences exist between these different Englishes, the important learning and teaching point is that no single English is “correct”. A language exists for specific communication purposes within a certain context. If Singaporeans can use Singaporean English to communicate successfully with each other or with Japanese tourists or with Australian business people, then Singaporean English is correct for those speakers’ purpose (The term successfully here does not mean only the ability of speakers to explain their ideas but rather the ability to explain these ideas in a respected variety of language that matches the educational and socio-economic status of the speakers involved). The most important consideration in the choice of which English to learn is the students’ goal in learning English in the first place. To use the Singaporean example again, if a Singaporean EFL student planned to live in Boston, USA, then that student would want to learn not
just American English but rather the accent associated with Boston. However, a Singaporean EFL student who planned to work in a bank in Singapore would be wise to learn a variety of English that will ensure successful communication with customers in the bank where the student works.

**Tongue-tied Americans**

What’s going wrong with teaching? A casual glance at results of foreign language teaching in American schools and universities reveals some depressing statistics. Those classes aren’t doing the job well. Americans are inexcusably monolingual. They are victims of what Senator William Fulbright called “linguistic and cultural myopia”. In “The Tongue-Tied American” (was published in 1980) Senator Paul Simon said America was “linguistically malnourished”. They have assumed that their language is universal; after all, you can go virtually everywhere in the world now and find someone who speaks English. Why, then, should Americans even bother to learn a foreign language? By the late seventies that motivation was so low that President Carter appointed the twenty-five-member President Commission on Foreign Language and International Studies to study the situation. The commission’s report described “the scandalous incompetence” of Americans in foreign languages. Among their findings:

- Only about half of the high school students who took the first year of a foreign language went on to a second year, and fewer than 4% of all high school students went on the third. (In many other countries secondary school students must take at least four years of a foreign language).
- In 1966 about 34 percent of U.S. colleges required foreign language study for admission, compared to only 8 percent in 1979.
- Foreign language teaching at the elementary school level had virtually disappeared, reaching less than 1 percent of all students.
- Fifty-four percent fewer college students enrolled in foreign language courses in 1979 than in 1963, despite a rapidly rising U.S. dependence on exports.
- There were at least 10 000 English-speaking Japanese business representatives in the U.S. but fewer than 900 Japanese-speaking American business representatives in Japan.
- American diplomats aren’t known the world over as paragons of fluency in foreign languages.

In an era when global interdependence is growing dramatically, Americans seem to be strangely insular. The United States still lags far behind other nations in exposing students to learning programs leading to a working fluency in any foreign language. Russia has more teachers of English than the United States has students of Russian. A few years ago the Japanese trade minister announced that Nippon Telephone and Telegraph had ninety million dollars to
lend at very low interest rates to foreign investors, but not one American company applied because the application had to be written in Japanese. When Pepsi-Cola makers started to advertise in Thailand, they used the American slogan, “Come alive, you are the Pepsi generation”. Only later did the company realize that the slogan was mistakenly translated as, “Pepsi brings your ancestors back from the dead”.

Meanwhile, immigrants continue to pour into the country demanding English instruction. Foreign students come to the U.S. and learn English in order to enter the universities. English as a second language (ESL) has become a household term as we inch towards one billion speakers of English (with more than half speaking English as a second language) across the globe. The world grows smaller every day, and now, more than ever, Americans need foreign language fluency. Cultural isolation is a luxury the United States can no longer afford. But there are signs of hope too. Enrollments in foreign language classes have increased moderately in the last five years – dramatically so in Chinese, Japanese and Russian. Some colleges and the universities have reinstated their abandoned foreign language requirements. Some more encouraging facts are:

- The U.S. government employs over thirty thousand persons a year with a working knowledge of foreign languages.
- The State Department considers foreign language skills as highly desirable for senior promotions.
- Many U.S. airlines favor applicants who have foreign language skills.
- Over 850 radio station in the U.S. broadcast in fifty-eight foreign languages.
- About half of all U.S. multinational company executives speak foreign languages.
- A survey of 1,200 companies in the U.S. reported over sixty thousand positions requiring employees with a knowledge of a second language.

**Young Britons shy away from learning languages**

Two out of three teenagers in Britain are keen to work abroad but most of them don't speak foreign languages. Government figures show that 58% of 11-18 year olds in the UK have no foreign language skills, and this has a negative effect on the economy.

Fact or fiction? Most British people are lazy when it comes to learning a foreign language.

VOX POPS:
- Fact.
– Why do you say that?
– ’Cos we don't need to. ’Cos everybody else speaks English.
– Fact. Foreigners make it too easy for you because they speak English when you're abroad.

Those views on the streets of London are backed up by figures out this week. The British Government found that 58 percent of 11-18 year olds in the UK do NOT speak a second language. However two thirds of teenagers in Britain want to work abroad when they're older – the countries of choice being Italy, Spain, France or China.

The British Government admits there is a problem – that not enough young people continue learning a second language when they leave school. Teresa Tinley from the country's national centre of languages says it has big implications for the economy:

TINLEY:
We are in a competitive global market and we need to be able to speak to our customers and our potential customers. Our trade is very much geared towards English-speaking countries. Our research shows that our exports are suffering. The research is seen as further evidence that most young people assume they can get by in a foreign country by speaking English – something the authorities in London want to change.

Задание 4.3. Learning Situations and Strategies.
Цель: Исследовать возможности учебного материала для повышения уверенности в собственных силах и понижения тревожности учащихся на занятиях по иностранному языку.

Ознакомьтесь с учебными материалами “Learning Situation Taxonomy (Transportations Metaphor)”(Box 3), стр. 40; “A List of Some “Study Tips”(For Successful Language Learning)”(Box 4), стр. 41. Дайте материалам свою оценку с точки зрения возможности их использования в целях оказания поддержки учащимся в выработке собственной стратегии обучения иностранному языку.

Box 3

Learning Situation Taxonomy (Transportations Metaphor)
[Adapted from material in Ehrman M.E. (1996)]

Railroads: The traveler gets on at one pint and makes few if any choices until reaching the destination. It is also unlikely that one can get from door to
Examples of railroad-type activities include defined dialogues for memorization, mechanical and some meaningful drilling; reading and listening matter designed to use lesson material.

Major Highway System: There are a number of options and choice points, but they are limited to marked exits for the most parts. One drives one’s rather than being driven. On the other hand, one follows the roads that have already been built and does not make new roads, and maps are readily available. Examples of highway-type activities include oral interaction closely linked to lesson material; some meaningful but largely communicative drilling; controlled conversation, edited texts and edited listening passages that may be based on authentic material.

Trails: It is necessary to find one’s way in a network of paths, which are, on the one hand, clearly delineated as paths but on the other hand may lack a map. Some trial and error and exploration may be needed to find one’s way. An individual can establish a new trail but seldom a new roadway. Thus, there is less external structure and more freedom. Examples of trailway-type activities include free conversation, heavily guided by the teacher to include repetition of previously learned material but with room for considerable student initiative, especially in subject matter, generally authentic reading and listening material, but with considerable teacher or curricular guidance in the form of advanced organizers, outlines and other guides.

Open Country: The Only guidelines are natural signs, which the traveler must learn to recognize and read. One finds one’s own way, blazes one’ own trail – maximum freedom. Examples of open-country-type activities include open-ended conversation, topics, subtopics, and branching, nominated and branched by both student and teacher; authentic material for reading and listening, student development of his or her own strategies for coping.

Box 4

A List of Some “Study Tips”
(For Successful Language Learning)
[Adapted from material in Ehrman M.E. (1996)]

Pronunciation:
1. When listening to tapes, (a) listen first without repeating, (b) listen again, repeating silently, (c) repeat aloud.
2. When you are familiar with the content, practice saying the lines along with the voice on the tape. This will help you become fluent and aid in improving rhythm, intonation, stress and pauses.
3. Look in a mirror while pronouncing certain words or sounds that are particularly difficult for you. Make certain that your lips and face muscles actually move.
4. Record your voice and compare your pronunciation with that on the tape.
5. Try to practice troublesome words and sounds within a context that will help you to remember, such as in a song, proverb or idiomatic expression.

**Grammar:**
1. Study language samples, whether in the form of dialogues, narratives or other. Pay attention to such things as word order, “little words” (e.g., articles, pronouns, prepositions), word endings, and agreement. You may thus arrive at some tentative “grammar rules” of your own.
2. Be aware of differences between the way a particular idea is expressed in the new language as opposed to your own language. Focus more on the differences than on the similarities.
3. After you have made the above observations, read grammatical explanations in your textbook and make sure you understand them. If you have any questions regarding the explanations, ask.
4. Become thoroughly familiar with specific “rules”, guidelines or explanations. 5. To remember a specific rule, try to find illustrative examples and memorize one of these to which you can refer as a model.

**Vocabulary:**
1. Always begin your study of new words in specific contexts. This will help you remember their meaning. You might then study them in isolation. You should not reverse this process.
2. Try to associate words with pictures or images to avoid dependence upon translation. Practice with flash cards that have a picture on one side and the word or phrase on the other.
3. To retain better, group words by semantic content such as professions, foods, clothing, political terms.
4. Write words out several times, saying them out loud as you write them.
5. Make flash cards with words used in sentences.
6. Try recording vocabulary list that you would like to memorize. Listen to them and repeat several times.
7. Try out new words as often as possible in meaningful contexts. Make new words part of you and your way of speaking.

**Managing a Conversation:**
1. Learn the polite expressions for beginning and ending conversations, including telephone interaction.
2. Learn some standard expressions that show you paying attention to the conversation (e.g., “You don’t say”, “Really”, “How interesting”, etc.).

3. Learn expressions “to control the native speaker”, that is how to interrupt gracefully. This is troublesome in that the rules are often more cultural then linguistic (“could you clarify that?”; “Did you say…”; “Excuse me, please…”; “If I understand you…”).

4. Learn appropriate “filler” expressions, such as “well”, “What I was trying to say was…” or “That’s it, yes, now I see.” These will not only make the conversation flow more smoothly but will also give you time to think of what to say next.

5. Learn hesitation devices to sound as if you are searching for a thought rather than a verb ending.

6. Do not neglect the study of the cultural context of your assignment; for effective communication, you must know why and when to say things in addition to how to say them with accurate grammar, vocabulary and pronunciation.

ГЛОССАРИЙ

А
**Anxiety** – the apprehensive anticipation of future danger or misfortune accompanied by a feeling of dysphoria or somatic symptoms of tension. The focus of anticipated danger may be internal or external.

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**Case Study** – a research methodology common in Education, Business and Management, Public Administration, Anthropology, Sociology, and Political Science. It is based on an in-depth investigation of a single individual, group, or event to explore causation in order to find underlying principles. Rather than using samples and following a rigid protocol (strict set of rules) to examine limited number of variables, case study methods involve an in-depth, longitudinal (over a long period of time) examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses. “A case study is a qualitative methodology that is an intensive, holistic description and analysis of a single unit or bounded system” (Merriam, 1998).

Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. In general “case studies are the preferred strategy when ‘how’ and ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 2009).

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**Educational Psychology** – the branch of psychology concerned with schools, teaching psychology, educational issues, and student concerns. Educational psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, learning strategies, learning styles, learning difficulty, gifted learners and learning disabilities.

**Educational Technology** – the full range of digital hardware and software used to support teaching and learning across the curriculum including: desktops, laptops, and handheld computers and applications; local networks and the Internet; digital peripheral such as cameras, scanners, and adaptive devices (Center for Applied Research in Education, 2000).
**Emotion** – a mental and physiological state associated with a wide variety of feelings, thoughts, and behavior. Emotions are subjective experiences, often associated with mood, temperament, personality, and disposition.

**Frustration** – a common emotional response to opposition. Related to *anger* and *disappointment*, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect.

**Causes**

To the individual experiencing frustration, the emotion is usually attributed to external factors which are beyond their control. Although mild frustration due to internal factors (e.g. laziness, lack of effort) is often a positive force (inspiring motivation), it is more often than not a perceived uncontrolled problem that instigates more severe, and perhaps pathological, frustration. An individual suffering from pathological frustration will often feel powerless to change the situation they are in, leading to frustration and, if left uncontrolled, further anger.

Frustration can be a result of blocking motivated behavior. An individual may react in several different ways. One may respond with rational problem-solving methods to overcome the barrier. Failing in this, he/she may become frustrated and behave irrationally. One may, for example, attack the barrier physically, verbally or both.
Symptoms

Frustration can be considered a problem-response behavior, and can have a number of effects, depending on the mental health of the individual. In positive cases, this frustration will build until a level that is too great for the individual to contend with, and thus produce action directed at solving the inherent problem. In negative cases, however, the individual may perceive the source of frustration to be outside of their control, and thus the frustration will continue to build, leading eventually to further problematic behavior, e.g. violent reaction.

Stubborn refusal to respond to new conditions affecting the goal, such as removal or modification of the barrier, sometimes occurs. Severe punishment may cause individuals to continue nonadaptive behavior blindly. Either it may have an effect opposite to that of reward and as such, discourage the repetition of the act, or, by functioning as a frustrating agent, it may lead to fixation and the other symptoms of frustration as well. It follows that punishment is a dangerous tool, since it often has effects which are entirely the opposite of those desired.

Language barrier

Language barrier – a figurative phrase used primarily to indicate the difficulties faced when people, who have no language in common, attempt to communicate with each other. It may also be used in other contexts.

Language barrier and communication

Typically, little communication occurs unless one learns a new language, which requires an investment of time and effort. People traveling abroad often encounter a language barrier.

People who come to a new country at an adult age, when language learning is a cumbersome process, can have particular difficulty "overcoming the language barrier". Similar difficulties occur at multinational meetings, where translation services can be costly, hard to obtain, and prone to error.

Literacy has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."
**Broader and complementary definitions**

Traditionally considered the ability to use written language actively and passively, some definitions of literacy consider it the ability to read, write, spell, listen, and speak. Since the 1980s, some have argued that literacy is ideological, which means that literacy always exists in a context, in tandem with the values associated with that context. Some scholars viewed literacy as existing autonomously.

Some have argued that the definition of literacy should be expanded. For example, in the United States, the National Council of Teachers of English and the International Reading Association have added "visually representing" to the traditional list of competencies. Similarly, in Scotland, literacy has been defined as the ability to read and write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners.

A basic literacy standard in many societies is the ability to read the newspaper. Increasingly, communication in commerce or society in general requires the ability to use computers and other digital technologies. Since the 1990s, when the Internet came into wide use in the United States, some have asserted that the definition of literacy should include the ability to use tools such as web browsers, word processing programs, and text messages. Similar expanded skill sets have been called multimedia literacy, computer literacy, information literacy, and technacy. Some scholars propose the idea multiliteracies which includes Functional Literacy, Critical Literacy, and Rhetorical Literacy.

"Arts literacy" programs exist in some places in the United States.

Other genres under study by academia include critical literacy, media literacy, ecological literacy and health literacy. With the increasing emphasis on evidence-based decision making, and the use of statistical graphics and information, statistical literacy is becoming a very important aspect of literacy in general. The International Statistical Literacy Project is dedicated to the promotion of statistical literacy among all members of society.

It is argued that literacy includes the cultural, political, and historical contexts of the community in which communication takes place.

Taking account of the fact that a large part of the benefits of literacy obtain from having access to a literate person in the household, a recent literature in economics distinguishes between a 'proximate illiterate' and an 'isolated illiterate'. The former refers to an illiterate person who lives in a household with other literates and the latter to an illiterate who lives in a household of all illiterates. What is of concern is that many people in poor nations are not just illiterates but isolated illiterates.
Literacy in the 21st Century

New literacies – “the skills, strategies, and insights necessary to successfully exploit the rapidly changing information and communication technologies that continuously emerge in our world” (Leu et al., 2004).

One needs simply to reflect on the nature of the communication to understand the second form of evolution in understanding of Literacy in a digital age. We no longer rely on an individual or a small group of individuals to convey information. Traditional news outlets are battling for popularity with blogs, forums, twitter, and instant messaging. This idea has forever changed the landscape of information access, and is integral in an understanding of Literacy as a practice, in the 21st Century. It is no longer sufficient to consider whether a student can 'read' (decoding text, really) and 'write' (encoding text), and it is necessary to consider more meaningful aspects of literacy in education and in society as a whole, if we are to complete the transition we are in, from a society in which communication was never possible on the level of 'many to many', to one in which it is.

Motivation – the activation or energization of goal-orientated behavior. Motivation is said to be intrinsic or extrinsic. Motivation is related to, but distinct from, emotion. Intrinsic motivation refers to motivation that comes from within the individual instead of from outside. Research has found that it is usually associated with high educational achievement and enjoyment by students. Students are likely to be intrinsically motivated if they:

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. It encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.
Psychology – both an applied and academic field that studies the human mind and behavior. Research in psychology seeks to understand and explain thought, emotion, feeling, and behavior. Applications of psychology include mental health treatment, performance enhancement, self-help, ergonomics, and many other areas affecting health and daily life. The word psychology is derived from the Ancient Greek word psyche, meaning ‘soul’ or ‘mind’. Psychology is a broad and diverse field. A number of different subfields and specialty areas have emerged. The following are some of the major areas of research and application within psychology: Clinical Psychology, Cognitive Psychology, Developmental Psychology, Industrial-Organizational Psychology, Personality Psychology, School Psychology, Social Psychology, Educational Psychology, etc.

Psychological barriers – invisible barriers which arise from personal differences in ideas between the people communicating. Psychological barriers sometimes form between people who do not understand each other. For example, barriers can exist because of age, language or culture. Emotions, feelings, social values and differences in positions in the organisation can all contribute to this type of barrier. For people who feel lonely, isolated or depressed it can seem as if there is a barrier between them and the rest of the world. People can also face the barrier of prejudice. Some authors define the psychological basis for barriers emerging in the process of accepting the innovation. Psychological barriers keep the individual from doing their best. Whether you like the idea or not, most of us put up psychological barriers that interfere with our performance and enjoyment of our learning, teaching or event.

Psychological barriers to learning
One psychological barrier to learning may be the perception expressed by many of the students that equal opportunity exists for all people to go to college or to pursue the career of their choice, regardless of race, ethnicity, gender, or biracial/bicultural characteristics. This attitude may be an example of the earliest status of racial identity development, conformity or preencounter, and could possibly serve as a resource until the individual encountered discrimination. The risk, nevertheless, is that the individual might not develop strategies that are necessary for coping and persisting in the face of inevitable barriers. Other psychological barriers to learning are related to possible negative self-efficacy for and performance in academics and mathematics as well as relationships.
Self-efficacy has been defined in a variety of ways: as the belief that one is capable of performing in a certain manner to attain certain goals; as a person’s belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. It has been described in other ways as the concept has evolved in the literature and in society: as the sense of belief that one’s actions have an effect on the environment; as a person’s judgment of his or her capabilities based on mastery criteria; a sense of a person’s competence within a specific framework, focusing on the person’s assessment of their abilities to perform specific tasks in relation to goals and standards rather than in comparison with others’ capabilities. Additionally, it builds on personal past experiences of mastery. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy can lead to living a more productive and happy life.
Библиография

ПРИЛОЖЕНИЯ

Приложение 1

Тест «Психические состояния»

1. Психические состояния относятся к:
   a. нестойким психическим явлениям, никак не влияющим на жизнедеятельность человека
   b. стойким психическим явлениям, присущим личности довольно длительное время, а некоторые на протяжении всей жизни
   c. довольно стойким, но сменяющимся психическим явлениям, повышающим или понижающим жизнедеятельность в сложившейся ситуации

2. Совокупность отдельных психических состояний, из которых какое-то состояние доминирует и придает сознанию соответствующую этому состоянию эмоциональную окраску – это:
   a. настроение
   b. представление
   c. воображение

3. Психическое состояние, возникающее как ответная реакция человека на предполагаемую угрозу его личности, называется:
   a. аффект
   b. стресс
   c. тревожность

4. Психические процессы, характеризующиеся переживанием человека своего личностного отношения ко всему тому, что он делает и знает, к предметам действительности, называются:
   a. ощущения
   b. восприятие
   c. эмоции и чувства

5. Сложный механизм соотнесения личностью внешних и внутренних факторов поведения, который определяет возникновение, направление, а также способы осуществления конкретных форм деятельности, называется:
   a. фасилитация
6. Внутренней или внешней называют:
   - a. мотивацию
   - b. тревожность
   - c. уверенность в собственных силах

7. Базальной или ситуативной называют:
   - a. мотивацию
   - b. тревожность
   - c. уверенность в собственных силах

8. Фрустрация – это:
   a. устойчивое эмоциональное состояние, которое охватывает все помыслы человека, фиксируя их на единой цели и определяя иногда весь образ жизни
   b. эмоциональное проявление, характеризующееся изменением сознания и нарушением контроля
   c. психическое состояние внутреннего напряжения, досады, горького разочарования, крайней неудовлетворенности

9. Негативными переживаниями учащихся, возникающими в процессе обучения иностранному языку:
   - a. можно и нужно управлять
   - b. управлять не обязательно
   - c. управлять невозможно
Biographic Background Questionnaire
[Adapted from material in Ehrman M.E. (1996)]

Language Background Questionnaire

Date________________________ Language____________________________

1. Name_____________________ 2. School____________________________

3. Date of graduation_______________________________________________

4. Date of Birth______________ 5. Native Language____________________

6. Countries lived in previously and purpose to stay____________________

7. Education
(Circle highest level): Secondary Jr. College BA /BS MA/MS Law Doctorate Other
School Degree Date Major Minor

8. What were your favorite subjects? __________________________________

9. When did you last attend a language class or take a language course?
________________________________________________________________
________________________________________________________________
________________________________________________________________

10. Which languages do you speak and read, and how well (elementary, inter-
mediate, upper intermediate, advanced)?
Read________________________         Speak_______________________

11. How did you learn the language (e.g., through college classes, work, travel, on own, tutor)?
Language? How learned? How long? Did you enjoy it?
________________________________________________________________

12. Were you ever in contact with other languages while growing up?
Yes (please describe briefly)________________________ No__________

14. Do you find learning foreign language easy? _________________________
15. Is there anything that might interfere with your learning and using another language (dyslexia, vision or hearing difficulties, etc.)?________________________

16. Please add any additional comments about your past or anticipated language learning experience that might be helpful_____________________________

Thank you.
Motivation and Strategies Questionnaire
[Adapted from material in Ehrman M.E. (1996)]

Part I Aptitude and Motivation

1. How do you rate your own ability to learn foreign languages relative to others in general?
   1. Poor
   2. Below average
   3. Average
   4. Above average
   5. Superior

2. How well do you think you will do in this language course?
   1. Poor
   2. Below average
   3. Average
   4. Above average
   5. Superior

3. How motivated are you to learn this language?
   1. Not at all motivated
   2. Not motivated
   3. Sufficiently motivated
   4. Very motivated
   5. Highly motivated

4. Why are you talking this language?

5. How much do you want to do what you described in Item 4 above?
   1. Not at all
   2. Not very much
   3. Sufficiently
   4. Very much
   5. Really looking forward to it

6. Students have indicated that they are motivated to learn languages by one or more of the following. Please, check off those that apply to you now. (TL = target language, the language you are studying now).
---Meeting a program requirement
---Getting a payment for proficiency
---Need it to do my job
---Want to be top in my class
---Hope to get an award
---Language learning is fun
---Like country where the TL is used
---This is a real challenge
---Enjoy talking with TL people
---Love to learn something new

Other motivations: ---------------------------------------------------------------

7. I would say my anxiety about learning this language is:
   1. None at all
   2. Not very much
   3. A fair amount
   4. A lot
   5. Really nervous about it

8. My anxiety about speaking in class (answering questions, giving reports, asking questions, etc.) is about this level:
   1. None at all
   2. Not very much
   3. A fair amount
   4. A lot
   5. Really nervous about it

Interpretation of MSQ Items

Part I: Self-efficacy, Motivation, Anxiety
(1), (2) Previous success, self efficacy; (3) Motivation for the language; (4) Gives information on nature of motivation; (5) Importance of reason for learning: Weight for student of end goal; (6) List of motivation: Column 1: extrinsic motivators; Column 2: intrinsic motivators; (7) Anxiety about this experience: Overall language learning anxiety; (8) Anxiety about speaking in class: Anxiety about oral performance, often the most threatening part of language study.
Many lenses
An introduction

There was a time when students began essays about their holidays with phrases like ‘During the holidays…’ or ‘Over the term break…’ Many still begin that way. So imagine the surprise of a teacher in the west of Scotland who, wading through students’ essays in 2003, came across this text:

My smmr hols wr CWOT. B4, we usd 2 go 2 NY 2C my bro, his GF & thr 3 :-@ kds FTF. ILNY, its gr8. Bt my Ps wr so {:-/ BC o 9/11 tht they dcd 2 stay in SCO & spnd 2wks up N. Up N, WUCIWUG – 0. I ws vvv brd in MON. 0 bt baas & ^^^^^. AAR8, my Ps wr :-) – they sd ICBW, & tht they wr ha-p 4 the pc&qt... IDTS!! I wntd 2 go hm ASAP, 2C my M8s again. 2day, I cam bk 2 skool. I feel v O:-) BC I hv dn all my hm wrk. Now its BAU ...

It’s on topic. It’s a narrative of sorts. It’s reasonably coherent. It conveys its message forcefully, if a little unsubtly. But can you read it? If you can’t, you’re far from alone. Many people who aren’t ‘digital natives’ – who don’t belong to the ‘net generation’3 – struggle with it. The teacher, too, was stumped, comparing the text to hieroglyphics.

In more standard English, the opening might read: ‘My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend and their three screaming kids face-to-face. I love New York; it’s great’. But clearly, whatever other conventions this text adheres to, it’s not standard English. It’s an example of what’s commonly known as ‘textspeak’, or even ‘txtspk’. Reported initially in Britain’s Sunday Herald, the story caused a minor sensation in the UK press before spreading rapidly around the Anglophone world, being picked up by news outlets from CNN to The Sydney Morning Herald. In addition to making its way through traditional media channels on every continent, it also began to circulate virally on the web. Even today, a Google search for the first sentence of the essay produces hundreds of hits, with commentary available in German or Hebrew, Chinese or Vietnamese.

There’s certainly a problem here – but what kind of problem is it? On one level, it’s a technological issue. The keypads of mobile phones don’t allow you to conveniently compose long sentences. Kids who text or SMS each other (to use two verbs now emerging from their infancy) are often in a hurry. What’s more, the cost of sending a text may depend on its length. The use of shortened forms and pictographic representations – which do bear superficial similarities to Egyptian hieroglyphics, as the teacher observed – can save time and money.
It’s no wonder, then, that this kind of shorthand has developed to fit the medium, though it’s also spread into emails and onto social networking sites where, since keypad and cost issues don’t apply in the same way, it presumably fulfills a variety of other needs. Speed, as we’ll see, is just one of these.

On a second level, the issue is pedagogical. The teacher was horrified, stating: ‘I could not quite believe what I was seeing’. A representative of the Scottish Parent Teacher Council recommended to the *Sunday Herald* that: ‘There must be rigorous efforts from all quarters of the education system to stamp out the use of texting as a form of written language so far as English study is concerned’. A publisher cited by the BBC spoke about a ‘degree of crisis’ in the written English of university students. Certainly there are linguistic and pedagogical concerns. However, the fundamental problem with this text is actually one of appropriacy for its *con-text*. In the midst of the ensuing ‘uproar about falling literacy standards’, Hamish Norbrook, writing in *The Guardian Weekly*, wondered whether texting might in fact present opportunities for English teachers to engage their students in writing tasks to help them recognise different linguistic registers. Reminding us of Shakespeare’s own ‘famously inconsistent’ spelling, the BBC reflected on whether *txtspk* could ‘mean the liberation of our use of language’. Writing in *The Sunday Times* some time later, Jeremy Clarkson noted that there are many historical precedents for changing the way we transcribe our language. The expression of such contradictory opinions within the debate over *txtspk* shows the need for educators to explore the underlying issues in more detail. At the same time it’s emblematic of the polarisation of conservative and liberal opinion around new forms of literacy, a polarisation which, if bridges are not built, threatens to halt all conversation on the subject.

But in the outcry over falling standards, pedagogical discussions began to shift to a third level: for this is also a social issue, as clearly demonstrated by the amount of media attention it received. In the popular imagination, language standards have long been linked to social and moral standards, of which they are seen as both symbol and guarantor. Since at least the days of Jonathan Swift, grammar has been treated as a buffer against social change, one that needs to be (re-)erected in the wake of any period of liberalisation. Whatever the limitations of the complaints tradition, there are important social issues to be addressed here. It’s hard to imagine that naivety regarding context was the sole reason the student handed in such a text. Language, of course, is intimately bound up with identity. Was this a genuinely exploratory performance on the part of a relative newcomer in a linguistically unstable world? Or was it a linguistic rebellion of the kind teenagers have long engaged in – in this case, a digital native student intentionally throwing down the gauntlet to a ‘digital immigrant’ teacher? Or both?

To give Swift and his descendants their due: there’s no doubt that language does codify power relations and, whatever the underlying cause, submitting an essay in *txtspk* suggests a fl attening of the traditional hierarchies which formerly required careful, respectful interaction with authority figures like
teachers. Later media discussions of txtspk show that the Scottish essay was just the tip of a looming iceberg. In early 2008, for example, the TV talkshow *Insight* cited examples from the Australian context, including a message received by a recruiter from a job candidate which read: ‘thanx 4 ur call re intaview, c u then’, while a less grateful new employee wrote simply: ‘job sux – not coming back’. And so the social level, which pertains to individual and group relations within a given society, leads onto a fourth, sociopolitical level, where we have to ask deeper questions about social structures which we’ve long taken for granted. Some observers argue that far from being flattened, these structures are as entrenched as ever. From this point of view, txtspk essays or messages to recruiters reveal, more than anything else, the socioeconomic status of their writers, who may lack the educational or social sophistication to codeswitch appropriately. In other words, the so-called ‘digital divide’ is as much a literacy issue as an economic one. The new markers of class are not the presence or absence of technology, but facility and subtlety in its use.

And yet ubiquity of technology, too, is becoming a class marker. Ironically, an ability to switch off, to take technology-free holidays, is increasingly likely to signal high socioeconomic status and to be associated in the long term with healthier bodies and, especially, healthier minds. Stress-related illnesses are on the rise. Internet addiction clinics are starting to open around the world. As with any nutritional regime, an unbalanced digital diet will eventually have biological consequences. Such issues are part of a fifth, ecological level, which encompasses the health of the mind and the body as well as that of the biosphere to which we all belong. Maybe not every encounter with *baas & ^^^^* (sheep and mountains) should be mediated by technology!

The worldwide attention sparked by a schoolgirl in the west of Scotland in 2003 is thus symbolic of our time and the confusion we face over the direction of technological development and its implications for education. It’s clear that we can examine the issues through a variety of lenses, each of which brings certain aspects into sharp focus while blurring others. Through a *technological lens*, we note the importance of mobile phone technology and its accompanying freedoms and restrictions. Through a *pedagogical lens*, we observe disagreements over literacy and how it should be taught. Through a *social lens*, we recognise processes of identity building, which may include bucking against established standards. Through a *sociopolitical lens*, we discover fundamental questions about social stratification and whether it’s being undermined or, paradoxically, reinforced. Through an *ecological lens*, we’re confronted with the limitations of our biology. To develop a more sophisticated understanding of the intersections of technology and education, it’s essential that we take the time to look through all of these lenses.
Five lenses

The term ‘digital technologies’ encompasses a range of information and communication technologies (ICTs), with particular emphasis on the internet and the computers or mobile devices used to access it. These technologies are among the most widely discussed subjects of our times: talked about in living rooms, conference rooms and boardrooms; in magazine features, talkback radio programs and TV chatshows; and, self-referentially, on homepages, blogs and wikis. They have a particular salience for education, in which, year on year, they’re coming to play an ever larger role. It’s hard to avoid the conclusion that technology and education have a tightly intertwined future. Unsurprisingly, this is a subject of interest to teachers and academics in all parts of the education system, but it’s also of immediate relevance to students, of some concern to parents, and of considerable significance to politicians, journalists, social commentators and the general public who, understandably, feel they have a major stake in the future of education.

Predictably, lots of discussions of educational technology are focused through a technological lens, which emphasises the technology’s capabilities, limitations and ongoing evolution – as web 1.0 is trumped by web 2.0, homepages migrate to blogs, email cedes to instant messaging, and terms like ‘downloads’ and ‘mashups’ become part of everyday language. Love it or hate it, technological development is proceeding apace. Treading water is not an option. The technological wave will carry us with it. But neither fear of the wave, nor awe at its size and power, will get us very far. Instead, we need to find ways to harness its energy so that, as we ride it, we can attempt to give our journey at least some direction of our own choosing.

First, though, we have to understand that ‘technology’ is about a lot more than technology. This realisation, to which many educators have come in recent years, was succinctly captured in a statement made at a 2007 technology conference in Chennai, just down the road from Bangalore, the burgeoning IT centre of India. It’s essential, argued Gary Motteram and Sophie Ioannou-Georgiou in their plenary, that we remember the three Ps of e-learning: pedagogy, pedagogy and pedagogy! That the point needed to be made so forcefully shows it hasn’t always been as obvious as it now seems; and what’s more, that it may still not be obvious to everyone.

Looking at digital technologies through a pedagogical lens, rather than just a technological lens, allows the conversation to expand beyond the capabilities of the hardware and software. In discussions of the pedagogical approaches best suited to e-learning, it’s often argued that the newer web 2.0 technology is an ideal vehicle for the social constructivist approaches that have shaped Western educational thought over the last few decades. Yet this sits uncomfortably with politically driven back-to-basics movements which, promising to leave no child behind, have recently swept much of the English-speaking world. Lines of conflict have opened up between education departments and governments, be-
tween teachers and parents, between universities and the media. Nor do educators speak with one voice: differing opinions reflect differences in fields of expertise, disciplinary allegiance and political persuasion.

In this context, we need to ask what changing pedagogy and tools will mean for recognised authority and established truth, as information and knowledge lose their traditional gatekeepers, literacy multiplies into multiliteracies, and languages spawn new registers. What are the consequences of collaborative, interactive educational approaches superseding individualist, transmission-oriented approaches? How should educators accommodate the emerging model of collective intelligence, of which we hear whisperings across the web? Is there any way to reconcile the views of the academics who eagerly, if sometimes uncritically, anticipate the benefits of ‘the greatest unplanned collaboration in human history’ with the concerns of those who insist that ‘Internet learning has, so far, been a tragedy for education’?

But technological and pedagogical lenses, even used in complementary fashion, won’t satisfy the inquiring gaze of the media. It’s all very well for technologists to talk about advances in speed and flexibility. It’s all very well for teachers, disagreements notwithstanding, to extol the constructivist virtues of online tools. The media, however, channel the social anxieties of the wider community. It’s true that some media conduits like Wired frequently carry celebratory reports of the new technologies. Others, such as The Guardian or The Economist, take a more neutral or nuanced approach. But it’s hard not to notice that our newsstands, airwaves and, ironically, more than a few websites are brimming over with an angst that sometimes verges on panic, mostly centred on a perceived need to protect the younger generation.

Of course, it’s crucial that the media apply a social lens to the phenomenon of digital technologies, introducing into national and international conversation the most pressing issues, negative as well as positive. This has to include some consideration of the dangers for young people of lives increasingly lived online: predation, cyberbullying and compromised privacy, to name a few. All are important matters. All, unfortunately, are also red rags to the injured bull of public hysteria. It’s worth remembering, for example, that there have been more articles published about MySpace predators than there have been predators reported. The greatest danger, however, is not that hysteria is uninformed or even unproductive, but that it smothers more thoughtful approaches, making balanced discussion extremely difficult.

Yet thoughtful, balanced discussion is very much needed, not only on the negatives for young people, but on other possible negatives – and the possible positives – and the unknowns. Fortunately, thanks to more reflective commentators, other important social questions are being articulated. What are our online options for maintaining old social ties, making new ones, or avoiding either or both? How should we behave when, amid tricky context collisions, we find ourselves simultaneously networked with our current partner, our ex-partners, our
family, our friends, our colleagues…and perhaps a future employer to boot? What does it mean to be submerged in a 24/7 data stream and to multitask endlessly, operating in a state of continuous partial attention?

And what exactly *is* this net generation emerging before our eyes? It will be, in some ways at least, quite unlike preceding generations. It will have new ways of establishing and affirming identity, which may strike older generations as anything from self-assured to self-indulgent. It will have new ways of expressing its views as it peppers the digital landscape with user-generated content and remixes. It will have new ways of socialising and bonding, perhaps uniting a transient teenage passion for kicking against authority with a long-term preference for hooking into non-hierarchical networks. It will have new attitudes to security and privacy, which may yet turn out to involve empowerment and delusion in equal measure. And at the root of it all, it will have very different attitudes to technology. As one student told Marc Prensky: ‘You look at technology as a tool. We look at technology as a foundation – it’s totally integrated into what we do’. On the other hand, we’d be unwise to expect that any new generation will differ completely from its predecessors. In the face of complex and mounting challenges, where the negatives and positives are frequently intertwined, we can stand on the sidelines and watch or, worse still, we can drive the net generation’s use of digital technologies underground by banning their use in schools and public libraries. The alternative is to listen to and learn from what the net generation has to say, and at the same time do our best to offer some careful guidance and some measured warnings. In other words, we – educators, parents, carers, counsellors, researchers, politicians or journalists – can invest something of ourselves in a partnership with the young people who will in time become fully fledged citizens of our own societies. When, as adults, they look back, they may not have much comprehension of how or why we were willing to let the rampaging bull of public hysteria shape social and educational agendas for so long.

Discussions of the social aspects of digital technologies inevitably begin, at their fringes, to touch on political and structural issues. If we refocus through a *sociopolitical lens*, we see that some of the shadowy concerns which have hovered insistently at the edges of our vision as we’ve peered through technological, pedagogical and social lenses are suddenly thrown into sharp relief. We find ourselves facing far-reaching and at times quite disturbing questions about how our societies are structured; how our societies relate to other societies; and just how stable our internal social structures and external social relations are.

In some Western countries, the internet has been gaining traction as an interactive channel for political candidates, local and state governments, and even federal governments. The net played a significant role in galvanizing the youth vote in the Australian general election of 2007 and the US general election of 2008. In 2008, the Australia 2020 summit was perceived by some as the begin-
tralia. In the UK, the Shadow Chancellor has spoken of using the web to open-source policy, in an effort to draw ideas from the public.

At the same time, the net and mobile technologies have opened up new options for those whose voices aren’t heard in regular political forums, or for whom no regular political forums exist. ‘Smart mobs’, to use Howard Rheingold’s term, organise themselves organically, without any hierarchical or centralised control, to create large-scale protests which sometimes precipitate dramatic political changes. Manila, 2001. Madrid, 2004. More recently, during the Beijing Olympic Torch Relay of 2008, the internet ran white-hot. Opposing interest groups sprang up on Facebook. Pro-Tibetan protests flowed from the streets of Paris and San Francisco onto the virtual islands of Second Life and back again. Pro-Chinese demonstrations spilled out of cyberspace chatrooms and onto the streets of Canberra and Seoul.

OK, it may all be a little rough and ready, but so far it sounds like a blueprint for a robust, technologically enabled network society where everyone’s voice is heard. However, there’s a flip side. Vigilante groups can spring up online, as in the wake of the Australian bushfires in early 2009. Chinese ‘human flesh search engines’ are known to scour the country for perceived transgressors of social norms. Islamic fundamentalists issue death threats to Western video hosting services like LiveLeak. And then there are the bombs that shake the world. London, 2005. Mumbai, 2008. Nowadays nation states, the traditional building blocks of the world order, share the stage with vigilantes and terrorists, all of whom, thanks to technology, can act without state sanction. But we also need to ask some uncomfortable questions about state policies and practices. Amid the cacophonous babble of cyberspace, who is silent? Who falls on the wrong side of the digital divide, within the West and beyond it, as neocolonial relations play themselves out online and offline? Who doesn’t get to shop in the multicultural marketplace beckoning at the end of history? And which views can’t or won’t be expressed as governments across the political spectrum isolate and gag the voices they fear – while tracking the rest, just in case?

The twentieth century also left us with a legacy of global issues which exist beyond political and ideological polarities. And so we come, finally, to the need to observe technology through an ecological lens. What are attention-hungry technologies doing to our minds and bodies? What are energy-hungry devices and their e-waste doing to the larger ecosystem of which we’re part? It’s a race against time. In the face of clashing cultures, divisive markets and suspicious governments, is the collective global awareness facilitated by the internet developing quickly enough to offset the mounting problems of neglected bodies, overloaded minds and, above all, a poisoned world?

**From blogs to bombs**

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It’s long been understood that the area of digital technologies in education covers education through digital technologies. However, it must also, crucially, encompass education about digital technologies and their effects, positive and negative, known and unknown, predictable and unpredictable. The results of a lack of understanding of our technologies are already becoming all too apparent.

Digital technologies, as we’ve seen, lend themselves to viewing through at least five lenses: the technological, the pedagogical, the social, the sociopolitical and the ecological. As with any set of lenses, there’s considerable overlap in what the various lenses enable us to see, but there are also differences in what comes into clearest focus and what’s relegated to a blurrier presence. So, even allowing for overlap, a minimum of five lenses seems necessary to capture the focal points of the main conversations we’ve been having, and need to have, about new technologies in education: the technological discussions typically favoured by IT professionals and some educators; the pedagogical discussions favoured by many academics and teachers; the social discussions favoured by the media and politicians; the sociopolitical discussions favoured by cultural and political theorists; and the ecological discussions which are beginning to take place among scientists and medical researchers, and are just starting to reach public consciousness.

The broad issues that come into focus through each of the lenses are informed by a range of more specific topics that crystallise at different resolutions. The model in Figure 1.1 attempts to capture some of the key issues and topics, arranged across five levels. Like all models, it involves a trade-off between detail and depth on the one hand, and clarity of presentation on the other. Inevitably, it entails some simplification, but its main aim is not to simplify our conversations. On the contrary, the aim is to lead us away from simplification by reminding us of the many issues which have an impact on, or are impacted by, the use of digital technologies in education. The terms employed are largely drawn from common usage, with some referring to developments and others to trends or problems, some to theories and others to fields of study or debate. Some are widely accepted and others are controversial. Some are relatively neutral and others carry positive or negative overtones. Closely related issues often cluster together, with issues at one level feeding into and articulating with issues at other levels. While some phenomena are shown on lens boundaries, most can be viewed through multiple lenses, with each lens highlighting particular aspects.

The model also functions as an overview of the key issues addressed in this book although, because of close connections between issues in different areas, they won’t always, or only, be discussed within the most obviously relevant chapters. Nor is the list of topics exhaustive, though it includes many of the most important ones for educators. Those which will feature more prominently in our discussion are shown, in the style of a tag cloud, in larger and darker (bold) fonts. As with most tag clouds, this represents a personal perspective, a snapshot
of new technologies in education taken from one point of view among the con-
stellation of possible points of view, though it does draw extensively on the 
views of others working in the field. Of course, the model is a work in progress 
and, like digital technologies themselves, will be subject to constant revision – 
notwithstanding the requirements of print, which freezes it at a certain moment 
in time.

The model, then, is a reminder that the issues which have an impact on 
digital technologies in education – that is, education through and simultaneously 
about digital technologies – run from blogs to bombs, from technology to poli-
tics, and back again, while encompassing a host of other areas at the same time. 
It’s a reminder that we need to develop a more holistic view of digital technolo-
gies in general, and as they apply to education in particular. That’s the only way 
we can hope to grasp what new technologies may mean for the individual and 
communal stories which we can, and cannot, tell about ourselves.

Telling stories

In the past, an individual’s life narrative was largely determined by his or her role within traditional institutions like the family and the church. But in 
modern liberal democracies, where external sources of identity are fewer and weaker, individuals are increasingly compelled – that is, empowered but also obliged – to author their own life stories. It’s a process which has been under-
way for some time but was given a major boost in the social revolutions of the late 60s. Even if institutional power has become more subtle rather than disappear-
ing, and even if consumerist pressure has expanded to fill some of the gaps, 
there’s no doubt that all around us we see individuals choosing ways of life un-
thinkable in past eras. Naturally, we also tell collective stories: stories of the 
groups, communities, and nations to which we belong. Here, too, we see a pro-
found change, although once again it’s relative rather than absolute. A multitude 
of individuals now find themselves in a position to actively contribute to the 
communal stories with which their personal stories are interwoven, and simulta-
neously to reject those communal stories to which they can’t or don’t want to 
contribute.

Enter digital technologies, which further diminish limitations on individual 
agency by offering us a panoply of tools for constructing our personal stories as 
well as multiplying the channels we can use to connect with chosen others and 
compose communal stories. Indeed, it should come as no surprise that contem-
porary digital technologies are the fruit of seeds planted in the rich soil of the revolutionary period at the end of the 60s. Today, individuals find themselves empowered to express themselves verbally on Blogger, visually on Flickr, and in video remixes on YouTube; to experiment with identity under cover of ano-
ymity in ICQ (‘I seek you’) chatrooms or in Second Life; and to carve out so-
cial networks unrestricted by geography or tradition on Facebook or MySpace. 
Groups find themselves empowered to build collaborative wikis or Creative
Commons repositories; to leverage networks for grassroots social initiatives; and to organise themselves into political smart mobs.

But the plot of this technological tale has lots of twists and turns, many of which, as we’ve seen, have little to do with technology itself, and we’re still a long way from any kind of conclusion. We have to recognize that digital technologies don’t just offer narrative freedom to artists mashing up media content, teens coming to terms with their sexuality, or anti-poverty campaigners; they offer the same freedom to vigilantes, child pornographers and terrorists. We also have to recognise that liberal democracies are bursting with political, social and moral conservatives – some in government, some in the media, some in educational institutions – who would like to turn the clock back on individual freedoms, particularly those inherited from the 60s. Sometimes, perhaps, they are right to defend traditions, standards and social cohesion. Sometimes, surely, they are wrong. But this much is absolutely clear: cyberterrorists and cyberpredators are endlessly invoked by those who seek to contain the explosion of online and offl ine freedoms, to limit the proliferation of new stories, and to bind individual and group narratives more closely to traditional societal narratives.

Education has always been political. At its best, it walks a tightrope between reproducing the status quo and providing open democratic spaces for challenging it. When teaching through digital technologies, educators have a responsibility to help students explore the power of these new tools to craft individual and communal stories, but also to help them perceive and compensate for their limitations and dangers. When teaching about digital technologies, educators have a responsibility to help students appraise the new tools through technological, pedagogical, social, sociopolitical and ecological lenses. Each lens will reveal different storytelling possibilities and different limitations. Taken together, these lenses can help both educators and students problematise the narrative freedoms offered by digital technologies, and simultaneously problematise the restrictions which some would like to impose on those freedoms. It’s vital that today’s students graduate with the creative skills to make the most of digital technologies, as well as the critical skills to evaluate the freedom or lack of freedom to which they may lead.

Digital technologies are set to play a major role in the future of education. Education must also play a major role in the future of digital technologies. The decisions we make today about education, technology, and technology in education must be informed by a consideration of the long-term social, sociopolitical and ecological consequences: in short, what kinds of stories – individual, local, national and global – they’ll enable us to write. It’s up to us to make sure we shape our technologies as much as they shape us. And, given the pace of ongoing technological development, we have to start now.
Ключи
к тесту «Психические состояния», стр. 50

1 – с  
2 – а  
3 – с  
4 – с  
5 – б  
6 – а  
7 – б  
8 – с  
9 – а

Ключи
к заданию 2.4 «Узнайте студента по описанию», стр. 20

A – Linda
B – Jane
C – Ron
D – Jeff
E – Heidi
Г.Ю. Кравец

TEACHING ENGLISH with Psychology

Поддержка учащихся в преодолении психологических барьеров при обучении иностранному языку

Учебно-методическое пособие для педагогов образовательной области «Английский язык»

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