

ПЕРЕВАГИ ВИКОРИСТАННЯ ПЛАТФОРМИ «MOODLE» У ВИКЛАДАННІ «АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ»

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Досліджено платформу дистанційного навчання «Moodle». Розглянуто переваги використання віртуального навчального простору «Moodle» та його основні складові. «Moodle» підтримує роботу з різними типами ресурсів, що дозволяє включати в дистанційні курси практично будь-який вид цифрового контенту. Реалізація інтерактивної платформи «Moodle» в процесі навчання іноземним мовам є дуже корисним інструментом для викладачів.

***Ключові слова:** іноземні мови, вища освіта, викладач, студент, дистанційне навчання, віртуальне навчальне середовище, засоби комунікації, перевага, платформа, форум.*

ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ ПЛАТФОРМЫ «MOODLE» В ПРЕПОДАВАНИИ «АНГЛИЙСКОГО ЯЗЫКА ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ»

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Исследована платформа дистанционного обучения «Moodle». Рассмотрены преимущества использования виртуального учебного пространства «Moodle» и его основные составляющие. «Moodle» поддерживает работу с различными типами ресурсов, позволяет включать в дистанционные курсы практически любой вид цифрового контента. Реализация интерактивной платформы «Moodle» в процессе обучения иностранным языкам является очень полезным инструментом для преподавателей.

***Ключевые слова:** иностранные языки, высшее образование, преподаватель, студент, дистанционное обучение, виртуальная учебная среда, средства коммуникации, преимущество, платформа, форум.*

ADVANTAGES OF USING MOODLE PLATFORM IN TEACHING «ENGLISH FOR PROFESSIONAL COMMUNICATION»

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The ability to communicate in other languages is becoming an integral part of professional competence of any specialist, no matter of his future field of work.

With changing requirements to specialist training there is a need to reconsider the methods and approaches to teaching foreign languages to nonlinguistic students.

Teaching staff should address resources that are able to accumulate much information, try to be flexible in choice and mobile for constant upgrading. An example of such resources in use is Moodle. This refers to a Virtual Learning Environment (VLE) and is one of the most effective learning tools. Moodle supports a learning model where a tutor acts as a course moderator. The platform provides an individual approach to each student by creating a virtual environment for group collaboration.

The implementing the interactive platform Moodle into the process of teaching foreign languages is a rather helpful tool for teachers while it is controlled by teachers, and makes teaching staff lives easier, having one central location accessible anywhere; with a massive array of tools for aiding the delivery, marking and providing feedback for all courses. Because of its ease of use, Moodle is excellent for distance learning, but it is really designed to work best along with face to face classroom teaching. It enables students to learn more independently – that is, have more control over their learning – and also more co-operatively – which means they can fulfill some of the tasks together.

Keywords: *foreign languages, higher education, teacher, student, distance learning, virtual learning environment, communication tools, advantage, platform, forum.*

Statement of the problem. Teaching foreign languages for professional purposes is ascertained as a top priority in updating higher education in Ukraine. The ability to communicate in other languages is becoming an integral part of professional competence of any specialist, no matter of his future field of work. With changing requirements to specialist training there is a need to reconsider the methods and approaches to teaching foreign languages to nonlinguistic students.

In the condition of limited class hours new methodological teaching approaches should be based on individualization and autonomy of students that will eventually promote lifelong learning. The teaching staff members of the Foreign Languages Department of KSUFTT in this regard do much for intensification of the learning process and address resources that are able to accumulate much information, try to be flexible in choice and mobile for constant upgrading. In other words, they appeal to resources able to provide the ground for students' self-working.

An example of such resources in use is Moodle. This refers to a Virtual Learning Environment (VLE) and is one of the most effective learning tools. Moodle supports a learning model where a tutor acts as a course moderator. The platform provides an individual approach to each student by creating a virtual environment for group collaboration.

Review of the latest research and publications. The increasing number of recent publications [1–15] devoted to the Moodle-based courses

development experience can help foreign language instructors to create engaging online language learning activities using different web sites. Of considerable help can be the book by J. Stanford for teachers, trainers, and course planners, with little or no experience of Moodle, who want to create their own language learning activities [1]. The book offers plenty of suggestions and examples for adapting classroom activities to the virtual learning environment. The tools provided by Moodle can be used to integrate any level course, provide additional work outside the class and experience cooperative learning. According to Brandl «as a courseware package and learning System, Moodle has great potential for supporting conventional classroom instruction, for example, to do additional work outside of class, to become the delivery System for blended (or hybrid) course formats, or even to be used as a standalone e-learning platform» [2]. Moodle and its platform can thus be used to integrate the University course, inviting the students to join the modules and try the new experience.

The purpose and objective of the article. The main objective of the paper is to show the necessity and advantages of implementing Moodle platform into the process of foreign languages teaching to nonlinguistic students.

Presentation of the research material. The main advantage of the Moodle VLE in contrast to online providers that offer a single blog, wiki or open, public forums and chats, is that it combines all such communication tools in one space.

The practical advantage of using a VLE like Moodle is that users (learners and teachers) only need one login and need to get used to only one user interface. The other advantage is protection of users and their data. One can compare a Moodle platform to a school with many classrooms and many classes. One can access the Moodle platform and especially the classroom (i.e. individual Moodle course) only by being registered and using one's account details. Others, i.e. outsiders, usually cannot access such a protected course. Being online, it has the advantage that it can be accessed by its users at any time and from anywhere in the world. Therefore, it is also particularly strong in supporting learner autonomy as well as collaboration between learners in different parts of the world.

Moreover, Moodle provides the following features that support: course editing and course administration the integration of authentic or didactically-enriched multimedia learning resources and a variety of communicative and collaborative learning activities (e.g. forums, chats, wikis) tutorial guidance through communicative contact (via e-mail, forum, and chat) as well as learning control (via feedback, evaluation, and tracking statistics).

It is important that instructors should first prepare the platform and its parts before starting the activities, caring that each language skill could be exploited, and then they could invite their students to join the integration course. As regards language learning, among the different features, the quiz-making function has been analyzed and used by many instructors and authors. Robb states that Moodle's functions «allow you to make different types of quizzes. Quiz types relevant to language teaching are: Multiple choice, True/False, Numerical, Matching, Description, and Cloze. A wide range of options allows you to randomize the questions and multiple-choice items, specify a time frame for availability, choose whether the students receive feedback or not, decide if they are allowed to view the correct answers, and determine how many times they may take the quiz and how it is to be scored (first attempt, highest attempt, average of all attempts or last attempt)» [3].

Since the intention is not to substitute the textbooks, CDs or CD-ROM, but to integrate them with an e-learning environment, the following steps may be followed, to create the module or sections in the platform and provide the interaction needed.

The teacher chooses some Units of the textbook (or textbooks) that can be more easily considered as Learning Objects (modular digital resources that are uniquely identified and can be used and reused to support learning. The main idea of «learning objects» is that educational content is broken down into small chunks that can be reused in various learning environments) (fig. 1) [4; 5].

There are a number of interactive learning activity modules that you may add to your course. Communication and collaboration may take place using Chats and Forums for conversational activities and Choices to gain group feedback. Adding Wikis to your courses is an excellent way to allow students to work together on a single piece.

Work can be submitted by students and marked by teachers using Assignments or Workshops. Automatic marking can be achieved by using Quizzes.

Content may be delivered and supported using Lesson module and SCORM activities. Key words can be added to Glossaries by yourself or, if you allow it, your students. Surveys and Databases are also very powerful additions to any course.

If all of that is not enough for you then you can also add contributed (non-standard) activity modules that are not part of the official Moodle release and which you can find on the Moodle.org site.

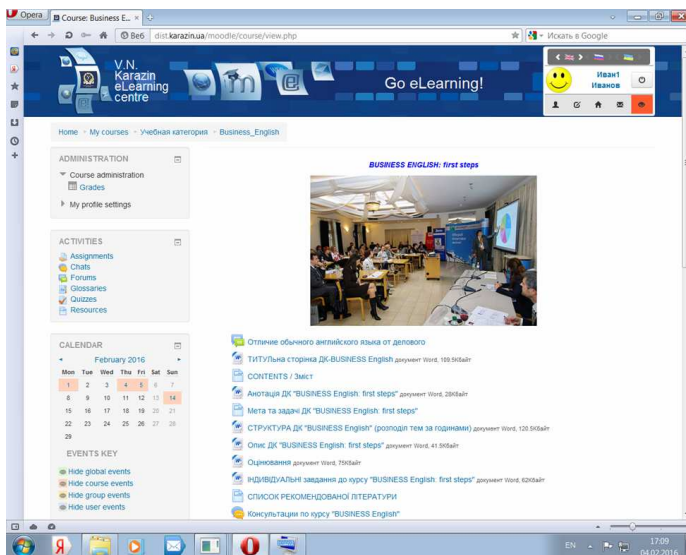


Fig. 1. Sample of a course setup main page

Moodle supports a range of different resource types that allow you to include almost any kind of digital content into your courses. These can be added by using add a resource dropdown box when editing is turned on.

A Text page is a simple page written using plain text. Text pages aren't pretty, but they're a good place to put some information or instructions. If you are after more options for your new page then you should be thinking about adding a Web page and making use of Moodle's WYSIWYG editor [6–9].

Of course the resource may already exist in electronic form so you may want to link to an uploaded file or external website or simply display the complete contents of a directory in your course files and let your users pick the file themselves. If you have an IMS content package then this can be easily added to your course.

The forum module is an activity where students and teachers can exchange ideas by posting comments or discussing questions. The forum activity offers four choices: In «Standard forum for general use» you have an open forum where anyone can start a new topic at any time. The «Standard forum» is the most commonly used forum. In «A single simple discussion» you have just a single topic, all on one page. It can be used for short, focused discussions. In «Each person posts one discussion» each person can post exactly one new discussion topic (everyone can reply to

them though). This is useful when you want each student to start a discussion about, say, their reflections on the week's topic and everyone else responds to these. In The «Q & A» forum requires students to post their perspectives before viewing other students' postings. After the initial posting, students can view and respond to others postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking [10].

Forum posts can be graded by the teacher or other students. A forum is basically a bulletin board, a means for asynchronous communication with a group of users. Existing posts can be reflected upon and reactions prepared before posting or replying.

In a forum, a user (a teacher or a student) can open a topic thread by asking a question, stating a problem, or specifying an assignment; the other users can react to the initial forum post and to any other post in the forum. Users can also add attachments (e.g. an image or document) to a post. The forum exchanges are archived and can be accessed at any time.

Some ideas for application in foreign language for professional communication instruction:

- ask questions and ask for help;
- discuss and exchange information and opinions on a particular topic, statement, text, movie, image, cartoon etc.;
- students write their own contribution / texts / statements Means for socializing and getting to know each other (e.g. in an international collaboration project or multilateral Comenius project);
- help and guidance: teachers can participate, guide, encourage, draw the focus on particular aspects;
- teacher networking: teachers can exchange ideas and experiences in an «invisible» forum («hide» the forum by closing the «eye» icon next to the teachers forum) [11].

Forum posts by students tend to be between the written and the spoken genre, with medium-length output. In the forum below («single simple discussion» type), teenagers from different European countries discussed how they would react if they did not like the food that was being served (fig. 2) [12].

A chat is used for live (synchronous) written exchanges. A session can be moderated by a teacher and framed by a task or it can be used for «random» communication. Concerning organization, the live nature of chats means that the time for a chat session has to be arranged in advance and all participants of the chat meeting have to be online at the same time. To keep a chat discussion manageable and useful for learning, it is advisable that it has not more than 6 to 8 participants but also not fewer than 3.

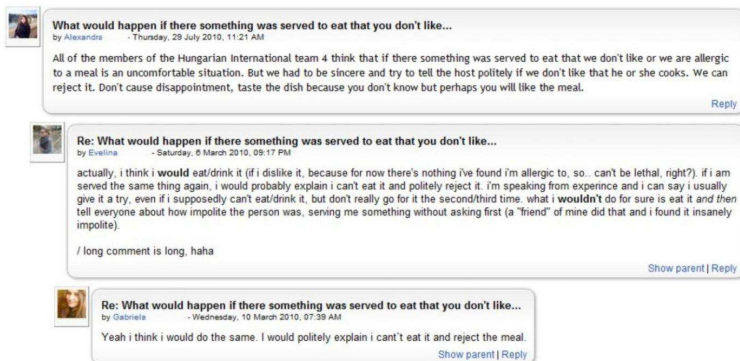


Fig. 2. Forum exchange between teenagers from classes in different countries

Using the chat option, however, seems to be worth the organizational effort. Students enjoy the opportunity to meet live in a chat; and being able to «talk» to each other directly without a delay in time fosters a positive atmosphere in the group and a feeling of togetherness. At the same time, students are less reluctant to chat (i.e. write) with each other than to talk. So, chatting can be used as a first step, building up to future audio chat or Skype meetings.

Although chatting means live communication, replying or reacting does not have to be immediate; this gives more time for thinking and replying than oral communication, but it is more spontaneous than forum exchanges.

Many ideas for using chat are similar to those presented for forums, but with one big difference: immediate reaction and feedback is possible through all participants and the moderator can directly influence the course of the chat [13].

Some ideas for application may include the following:

- discuss and exchange «face to face» (in writing) information and opinions on a particular topic, statement, text, movie, image, cartoon etc.;
- means for socializing and getting to know each other;
- help and guidance: teachers can participate, guide, encourage, draw the focus on particular aspects during a chat session;
- help and guidance: teacher can interact live with individual students (e.g. prompting);
- the text version (session protocol) of a chat session can be used for focus, preparatory or follow up work in the classroom.

Chat contributions by students tend to be very condensed texts and very close to spoken (informal) language. In many instances, chatters will

also not care too much about their spelling. This can be a daunting experience for first time chatters and teachers. In many respects though, non-native speakers' chat texts are similar to native speakers', who also usually don't bother to capitalize a pronoun like «I» or names. At the same time, the chat extract below (fig. 3) shows that language learners do not carelessly «type away», but take notice of typos that might lead to misunderstanding (e.g. when Tsvetomir indicates his typo «oo» by correcting it as «too*» – using proper chat etiquette).

More experienced chatters will make use of emoticons like smileys, special abbreviations or short hands which are common in chatting.

An assignment activity allows teachers to collect written or «digital» materials or files from their students. Instead of handing in their homework on paper, they can deliver it digitally. All the assignments handed in through Moodle can only be accessed by the teacher, not by the other students. There are different types of assignments in Moodle; here, we will mainly describe the «online assignment». An online assignment allows students to submit text, using the familiar editing tools. Teachers can grade these assignments online and can even add online comments or changes, which will then be made available to the student for further revisions [14].

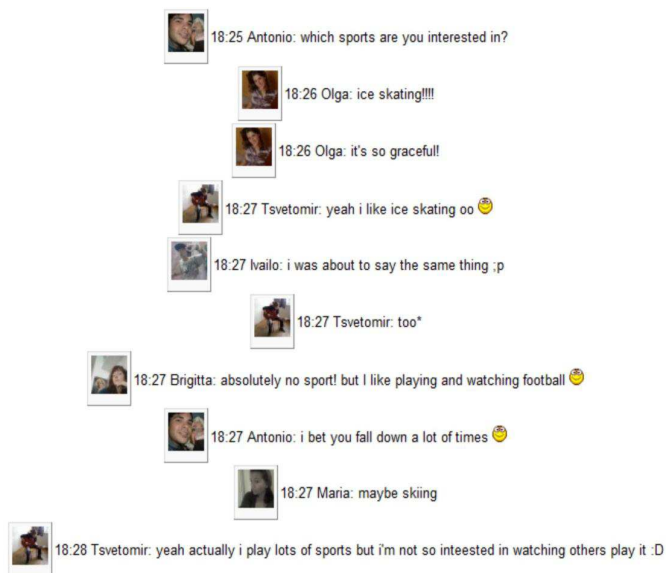


Fig. 3. Teenagers from classes in different countries participating in a moderated iEurope chat with free topic choice

The assignment activity can be used to hand in and comment on any type of written document; but it can also be used to collect other types of materials from ones students, e.g. texts, essays, photos, collages, presentation slides, audio recordings of their own voices or of interviews and dialogues etc.

Compared to texts produced for chat or forums, texts written for online or offline assignments tend to be the longest and closest to the text genre. Depending on the task, the assignment is usually an individual product by one student, whereas the other activities usually result from collaborative efforts.

By using a glossary module, teachers but also the students can create a glossary within a Moodle course or for an entire platform; several glossaries can exist within one course and there are different ways for browsing the glossary: next to a general search, words can also be automatically linked (the so-called «auto-linking» feature). So, whenever they show up in a course, clicking on them will lead to the respective glossary entry. A Moodle glossary can range from anything of a short vocabulary list to something like an encyclopedia, including pictures or other additional materials.

Once created, a glossary can be exported and used in any other Moodle course.

You can use the Moodle glossary for different purposes: Create a glossary on your own, to be used by your learners (e.g. for quick reference) Have students work on a glossary collaboratively (where they are in charge of adding or editing entries; they can also be asked to rate or comment on entries); make sure you give clear guidelines on how they are supposed to create their new entry and in which order and which details should be included.

Enable the auto-linking feature in the glossary and ask students to actively use the words in the Moodle course (e.g. in their forum posts and wikis); this way, you can encourage authentic use and use in context of the words.

Use the glossary as an encyclopedia where students write entries on authors, actors, places or the like; this could also be used for a book or movie project (e.g. where students write summaries on chapters, episode, characters, symbols etc) (fig. 4).

Within the Moodle «blocks», you find a block called «Random Glossary Entry»; once enabled, your students will see one entry from the glossary on the course's main page; this is an easy way to review the words from the glossary (students can also scroll on with the arrows of the block).

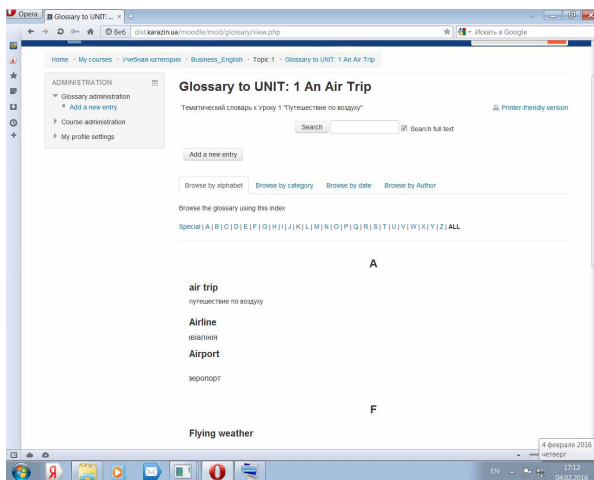


Fig. 4. An example of Glossary for Business English course in KSUFTT

Some of the audio material (tracks) on CDs can be saved as audio files in a directory to be used as a resource.

Short video sequences can offer dialogues corresponding to the units chosen. Many sites such as the site of the BBC and other sites provide this sort of video material that can be linked or downloaded from the platform.

Additional audio material should be prepared, such as listening exercises, whose solutions and answers could be sent via e-mail to the teacher for correction or recorded by the students and put in an area of the platform where other students could access for listening and discussion in a chat room [15].

A particular section of Moodle offers the opportunity to create quizzes of different kinds. Instructors and teachers who are familiar with «Macromedia Flash» or similar programs can also produce interactive web pages with exercises such as drag and drop or true or false. Otherwise, each section could have some links to web sites with plenty of exercises. The teacher has only to take care that there is a great deal of interaction and feedback.

Evaluation may be done through different kinds of tests. At the end of each test a mark or score can be given to each student, and added to the general evaluation in the subject. An additional mark may be given to the frequency with which students attend the platform and the areas in which they can swap information.

Conclusions. Thus, we can state that implementing the interactive platform Moodle into the process of teaching foreign languages is a rather

helpful tool for teachers while it is controlled by teachers, and makes teaching staff lives easier, having one central location accessible anywhere; with a massive array of tools for aiding the delivery, marking and providing feedback for all courses. Because of its ease of use, Moodle is excellent for distance learning, but it is really designed to work best along with face to face classroom teaching. The more important reason why teachers like to use it is that it enables students to learn more independently – that is, have more control over their learning – and also more co-operatively – which means they can fulfill some of the tasks together. Moodle has a large number of optional modules as well, which enables students to spend as much time as they need on lessons they find difficult.

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ПЕРЕКЛАД ЕКОНОМІЧНИХ І ФІНАНСОВИХ ТЕРМІНІВ ІНШОМОВНОГО ПОХОДЖЕННЯ

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Розглянуто проблеми та найпоширеніші способи перекладу фінансових та економічних термінів: використання слів, які вже існують у мові (синоніми), запозичення іноземних слів (терміни), побудова терміна з частин інших слів. Виявлено структурні та комбінаторні можливості термінологічних одиниць, розглянуто процес їх асиміляції в україномовному середовищі.

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