

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

А.И. ЗАМАЛИЕВА

**ENGLISH FOR
INTERNATIONAL
VIRTUAL ACADEMIC MOBILITY**

Учебно-методическое пособие



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В учебно-методическом пособии содержатся аутентичные материалы, а также разнообразные задания и упражнения. Его цель – подготовить обучающихся к применению английского языка для международной виртуальной академической мобильности. Модули пособия предназначены для обучающихся в сфере педагогического образования и нацелены на развитие умений говорения и слушания.

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WELCOME

These modules will develop your understanding of international education that will add a new dimension to your experience of virtual academic mobility. Exchange programs require more than developing your understanding of cultural differences. These modules will equip you with extensive knowledge about the English language for international virtual academic mobility. Approach these modules with an open mind and be prepared for a new experience.

Learning goals

Each module has a learning goal:

International Education	To develop an understanding of international education To learn the vocabulary related to international education To develop language skills: speaking, listening
Academic Success	To develop an understanding of academic success To learn the vocabulary related to academic success To develop language skills: speaking, listening
Cultural Awareness	To develop an understanding of cultural differences To learn the vocabulary related to culture To develop language skills: speaking, listening
Technology Skills	To develop an understanding of technology To learn the vocabulary related to technology To develop language skills: speaking, listening
Note-taking skills	To develop an understanding of note-taking skills To learn the vocabulary related to note-taking skills To develop note-taking skills
Research skills	To develop an understanding of research skills To learn the vocabulary related to research skills To develop research skills

Module 1

Unit 1

Objectives of the unit:

- To learn and discuss about international education
- To practice a role-play

Warm-Up

Discuss the following questions:

1. What do you think are the benefits of studying in a different country?
2. Are there any potential challenges that might discourage someone from studying abroad?
3. How does the educational system in your home country differ from the one in another country you are familiar with?
4. How do you think international education will evolve in the future?

Task 1

Watch a video: “Studying abroad and the global perspective” (<https://www.youtube.com/watch?v=H5jsc6rOdaM>).

Task 2

Answer the following questions based on the video:

- Who is the narrator of the story, and where did she study abroad?
- What was the narrator's previous experience with living abroad before going to Barcelona?
 - How did the narrator feel when she arrived in Spain and had to live with a host family?
 - What emotions did the narrator feel when she embarked on her four-month trip to Barcelona?

- How did the narrator feel about being asked to write about September 11th in her Spanish class?
- Describe the celebration the narrator experienced in Barcelona on September 11th.
- How did the narrator's experiences in Spain impact her understanding of Spanish culture?

Attention!

You must have a solid background in academic skills, particularly those that relate to your field of study, or you will have difficulty with university work in a foreign country.

Your success largely depends on your ability to understand, speak, read and write the English language. It has shown that no other single factor is as important to academic success as proficiency in English.

The better your listening, comprehension and speaking skills are in English, the more opportunities you will have to learn and socialize in a foreign country.

Adopted from: Brown, D., et.al. (1994). If you want to study in the United States. The United States: United States Information Agency.

Task 3

Role-Play

Create a dialogue based on the experiences described in the video.

Student A

You are Emma. The main character and narrator of the story. You are a student who studied abroad in Barcelona, Spain. You can talk about your experiences, feelings, and challenges you faced while living with a host family and studying in a foreign country.

Student B

You are a host family member. You are the person with whom Emma lived during her study abroad program. You can talk about your daily routines, interactions with Emma, and how you helped her adjust to life in Spain.

Student C

You are a classmate. You can discuss your own experiences studying abroad, your impressions of Barcelona, and how you celebrated cultural events such as Catalan Independence Day.

Student D

You are a Spanish teacher. You can explain the significance of the assignments, provide guidance on cultural topics, and engage in discussions about Spanish history and current events.

Unit 2

Objectives of the unit:

- To read and discuss about future profession
- To complete exercises designed around lesson theme

Task 1

Read the text “Foreign language teaching and learning”.

Foreign language teaching and learning

Foreign language learning and teaching have **undergone** a **significant paradigm shift** from **traditional** teacher-centered to a learner/learning-centered **environment**. Historically language teaching was described in terms of what teachers

did in the classroom. In the 1960s and 1970s foreign language **research** redirected the **focus** from **factors external** to the learner to **factors** inside the mind of the learner. Studies **focused** on the **impact** of social, cognitive, and **environmental factors** on language **achievement** and proficiency. These studies **revealed** that foreign language acquisition is a **complex, multidimensional process**. **Relying** on language **theories, research** findings and experiences, language teachers and educators developed teaching **strategies** and **created** learning **environments** that engaged learners in active and **interactive communicative** language activities. A **shift** in foreign language pedagogy from a **specific** foreign language **method** to one of measurement of language performance/competency has resulted in a change in the role of the teacher from one of **authority/expert** to one who guides learning **tasks** in a classroom **environment designed** to meet the cognitive and **affective** needs of the learner.

Source: <https://www.sciencedirect.com/science/article/abs/pii/B0080430767024232>

Words to learn from AWL (the Academic Word List):

1. Undergone
2. Significant paradigm shift
3. Traditional
4. Environment
5. Research
6. Focus
7. External factors
8. Impact
9. Environmental factors
10. Achievement
11. Revealed
12. Complex
13. Multidimensional process

14. Relying
15. Theories
16. Strategies
17. Created
18. Interactive
19. Communicative
20. Shift
21. Specific
22. Method
23. Authority
24. Expert
25. Tasks
26. Designed
27. Affective

Task 2

Answer the following questions based on the text:

1. What significant change has occurred in foreign language learning and teaching?
2. How was language teaching described historically?
3. When did foreign language research begin to shift its focus?
4. What factors did the studies in the 1960s and 1970s focus on?
5. How did language teachers and educators change their approach to teaching?
6. What kind of activities engage learners in active language learning?
7. How has the role of the teacher changed in foreign language pedagogy?
8. What needs of the learner are considered in the classroom environment?
9. Can you summarize the shift in foreign language pedagogy from traditional methods to learner-centered approaches?

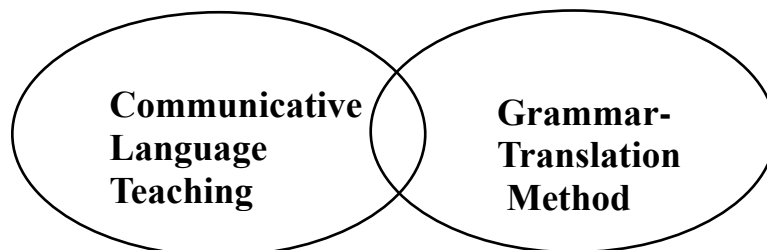
Task 3

Finish the sentence

1. One challenge I anticipate as a future foreign language teacher is _____.
2. In my opinion, the role of culture in foreign language learning is _____.
3. A successful foreign language lesson should include _____.
4. The use of technology in the language classroom can _____.
5. Differentiated instruction is important in foreign language teaching because _____.
6. In my experience, promoting student motivation in the language classroom can be achieved by _____.
7. When assessing foreign language learners, it is essential to consider _____.
8. The benefits of incorporating authentic materials in language teaching are _____.
9. Collaborative learning activities can enhance foreign language acquisition by _____.
10. To create an inclusive language learning environment, it is important to _____.

Task 4

Fill in the Venn diagram by comparing and contrasting the two topics. Write similarities between the topics in the middle (overlapping space) and differences in the outer spaces.



Unit 3

Objectives of the unit:

- To research and present information about international education systems, including benefits, challenges, and opportunities.

Task 1

Each group prepares a presentation based on their research findings about the following aspects of international education:

- Benefits of studying abroad
- Challenges faced by international students
- Cultural exchange opportunities
- Language learning benefits
- Differences between education systems in different countries

Module 2

Unit 1

Objectives of the unit:

- To learn and discuss about academic success
- To practice a role-play

Warm-Up

Discuss the following questions:

1. What does academic success mean to you personally?
2. How do you define academic excellence in your culture or community?
3. What are some common goals students have regarding their academic performance?
4. What challenges do students typically face when striving for academic success?
5. How do you balance your academic responsibilities with other aspects of your life, such as work, family, and hobbies?
6. Can you share a personal experience where you felt successful academically? What contributed to that success?
7. In your opinion, what role do teachers, parents, and peers play in supporting students' academic success?
8. What advice would you give to someone who is struggling to achieve academic success?

Task 1

Watch a video: “How to Balance School and Work: 5 Strategies for Academic Success” (<https://www.youtube.com/watch?v=EPY1Rx8PFko>).

Task 2

Answer the following questions:

- What does this video suggest about balancing school and work?
- Which ideas do you find particularly useful? Why?
- How does knowing your strengths and weaknesses contribute to academic success and personal fulfillment?
- Why is it important to set specific goals for the semester?
- How can students effectively manage their time?
- How does prioritizing wellness and well-being contribute to academic success?

Task 3

Role-Play

Discuss strategies for success during the semester based on the tips provided in the video.

Student A

You are feeling overwhelmed with balancing classes, work, and family responsibilities.

Student B

You want to offer advice based on the tips from the video.

Unit 2

Objectives of the unit:

- To read and discuss about academic success
- To complete exercises designed around lesson theme

Task 1

Read the text: “Unraveling the factors shaping academic success: A structural equation modeling approach for college students”.

Academic success among college students is a **complex** and multifaceted **concept**, driven by uncountable **factors** that extend beyond **traditional notions** of **intelligence** or knowledge **acquisition**. In the ever-**evolving** landscape of higher education, understanding what **precisely contributes** to **academic achievement** has become an increasingly pressing question. As students **pursue** their educational **goals**, they face a wide array of **challenges**, opportunities, and support **structures** that **impact** their journey. Some students excel **academically**, **consistently achieving** high **grades** and gaining a deep understanding of their chosen field. Others may struggle, facing barriers that hinder their ability to reach their full **potential**. The quest to understand the determinants of **academic** success transcends the classroom, extending into the broader socio-**economic**, **cultural**, and **institutional contexts** that envelop the college experience. **Academic** success is not **solely** a product of **individual intelligence** or effort, but rather the result of a **dynamic** interplay of various **factors** like self-efficiency, self-interest, and **stress affect academic achievement** in particular.

Source: <https://www.sciencedirect.com/science/article/pii/S2405844024018061>

Words to learn from AWL (the Academic Word List):

1. Academic
2. Complex
3. Concept
4. Factors
5. Traditional notions
6. Intelligence
7. Acquisition
8. Evolving
9. Precisely
10. Contributes
11. Achievement

12. Pursue
13. Goals
14. Challenges
15. Structures
16. Impact
17. Academically
18. Consistently
19. Grades
20. Potential
21. Economic
22. Cultural
23. Institutional contexts
24. Solely
25. Individual intelligence
26. Dynamic
27. Stress
28. Affect

Task 2

Answer the following questions based on the text:

1. What are some factors that contribute to academic success among college students, according to the text?
2. How does the understanding of academic success go beyond traditional notions of intelligence?
3. In what ways do challenges, opportunities, and support structures impact a student's academic journey?
4. How do concepts like self-efficacy, self-interest, and stress impact academic achievement according to the text?

5. Can you think of any personal experiences or observations that support the idea that academic success is influenced by factors beyond intelligence or knowledge acquisition?

6. What measures can universities take to better support students who may be facing barriers to academic success?

7. Do you think that the definition of academic success varies across different cultures or societies? Why or why not?

8. How can students themselves work towards improving their academic success, considering the multifaceted nature of the concept as described in the text?

Task 3

Prove it

Research and gather evidence to support your assigned statement or topic. Use reliable sources such as academic journals, books, or reputable websites. Prepare persuasive arguments based on your research and evidence. Present your arguments in a debate format.

Academic Success	Notes
<p>Prove or disprove all of the following statements by asking your classmates questions.</p> <p>1. Grit, defined as perseverance and passion for long-term goals, plays a more significant role in academic success than intelligence alone.</p> <p>2. While socioeconomic status may impact academic success, it is not the sole determinant of educational achievement.</p>	

<p>3. While support systems may offer valuable assistance to students, academic success ultimately depends on individual effort, motivation, and commitment.</p> <p>4. Technology has revolutionized education, offering students access to a wealth of information, interactive learning tools, and collaborative platforms that enhance academic success.</p>	
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Task 4

Ranking cards

Discuss and rank items related to a topic of importance.

Academic Success

<p>Self-Motivation and Persistence. The ability to set goals, stay focused, and persist through challenges.</p>	<p>Quality of Education. Access to high-quality education, including knowledgeable instructors, well-designed curriculum, and adequate resources.</p>	<p>Supportive Environment. Various factors such as family support, peer relationships, and institutional support services.</p>	<p>Time Management Skills. Effective time management skills enable students to balance academic responsibilities, extracurricular activities, and personal commitments.</p>	<p>Effective Study Habits and Learning Strategies. Adopting effective study habits and learning strategies enhances academic performance.</p>	<p>Personal Interest and Engagement. Genuine interest in the subject matter and active engagement in learning activities</p>	<p>Emotional Well-being and Mental Health. Emotional well-being and mental health play a crucial role in academic success.</p>	<p>Access to Technology and Learning Resources. Technology can serve as a valuable tool for enhancing learning experiences and accessing educational resources.</p>
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Unit 3

Objectives of the unit:

To research and present effective strategies for achieving academic success

Task 1

Each group prepares a presentation or another visual aid to present their findings related to a specific aspect of academic success. The presentation should include real-life examples, case studies, and success stories to illustrate the effectiveness of the chosen strategies.

Module 3

Unit 1

Objectives of the unit:

- To learn and discuss about cultural awareness
- To practice a role-play

Attention!

Culture shock is a term used to describe the psychological and emotional discomfort experienced when individuals are exposed to a different culture. International students coming to a foreign country may face various challenges due to differences in language, customs, values, and social norms. It is essential to recognize that culture shock is a natural and common response to this transition.

Recognizing culture shock is important for international students because it allows them to address their emotional and psychological challenges effectively.

With the right support, cultural education, and a positive mindset, international students can overcome culture shock and thrive in their new environment.

Adopted from: <https://ois.usc.edu/2023/10/23/navigating-culture-shock-a-guide-for-international-students-in-the-u-s/#:~:text=Culture%20shock%20is%20a%20term,%2C%20values%2C%20and%20social%20norms>.

Warm-Up

Answer the following questions:

1. What does cultural awareness mean to you?
2. Why is it important to be culturally aware in today's diverse world?
3. Can you share a personal experience where cultural differences influenced a situation or interaction?
4. How do you think cultural awareness can improve relationships between people from different backgrounds?

5. What are some common misconceptions or stereotypes about certain cultures, and how can we challenge them?

6. How can cultural awareness contribute to effective communication in diverse settings?

7. In what ways does your own cultural background influence your perspectives and behaviors?

8. Have you ever encountered cultural practices or traditions that were different from your own? How did you react or adapt?

9. How do you think education and exposure to different cultures can promote cultural awareness?

Task 1

Watch a video: “International Education and the Promotion of Intercultural Understanding” (<https://www.youtube.com/watch?v=8cbn08FYEIU>).

Task 2

Answer the questions based on the video:

1. What are some of the key benefits and challenges of bringing students from diverse backgrounds together in educational settings?

2. Reflect on how the experiences shared in the video align with the idea of promoting peace and understanding among individuals and communities.

3. Reflect on the challenges and benefits of deliberately placing students in living situations that may challenge their comfort zones.

4. Discuss the importance of fostering empathy and tolerance among students from diverse backgrounds.

5. Reflect on the role of educators and mentors in facilitating meaningful dialogue and mutual understanding among students in diverse educational environments.

6. In your opinion, what are some practical steps that educational institutions and communities can take to promote global peace and cooperation?

7. Reflect on any personal experiences or encounters that resonate with the themes discussed in the video, particularly regarding the value of multicultural education and cross-cultural exchange.

Task 3

Role-play

Create a dialogue between an international student and local hosts during an orientation session.

International Students. You represent students from different countries with diverse backgrounds, languages, and cultures. Choose specific countries to represent.

Local Hosts. You represent staff members, teachers, or volunteers responsible for welcoming and supporting international students during orientation.

Unit 2

Objectives of the unit:

- To read and discuss about cultural awareness
- To complete exercises designed around lesson theme

Attention!

One of the biggest challenges for students who participate in study abroad can be the difficulty in readapting to the realities in a foreign country. Many students who studied abroad went through many changes, re-examining their priorities and their values. The “reverse culture shock” may be more difficult than the “culture shock”.

From language adjustments to a simple trip to the supermarket, reverse culture shock can hit you in many ways.

One way to cope with it is to talk about it. Also, it is important to seek out friends who may have similar problems or make an appointment to talk with a counselor.

Adopted from: www.american.edu

Task 1

Read the text: “Cultural awareness”.

Cultural awareness is all about recognising and understanding that we all have different values shaped by our **diverse cultural** backgrounds. What we consider to be '**normal**' behaviour in one country can be entirely different in another.

By being respectful of others and accepting people's opinions, rights and feelings – even when they are different to our own – we allow ourselves to develop more successful personal and **professional** relationships and **benefit** from **cultural diversity**.

In an increasingly **global** world, students need to use the skill of **anticipating** differences between **cultures** when preparing to work or study in an international setting.

Source: <https://www.macmillanenglish.com/fr/blog-resources/article/cultural-awareness-1>

Words to learn from AWL (the Academic Word List):

1. Cultural awareness
2. Diverse
3. Normal
4. Professional
5. Benefit
6. Cultural diversity
7. Global
8. Anticipating
9. Cultures

Task 2

Answer the following questions based on the text:

1. Why is cultural awareness important?
2. How does our diverse cultural background shape our values?
3. Can you provide an example of how what is considered "normal" behavior in one country might be different in another?
4. Why is it emphasized in the text to be respectful of others and accept different opinions, rights, and feelings?
5. How can being respectful of cultural differences contribute to developing successful personal relationships?
6. In what ways can cultural diversity be beneficial in professional relationships?
7. Why do students need to anticipate differences between cultures when preparing for international work or study?
8. Can you think of a situation where cultural differences might pose a challenge in an international setting? How would you approach it?
9. How do you personally ensure that you remain open-minded and accepting of cultural differences in your interactions with others?
10. What skills do you think are necessary for individuals to navigate effectively in an increasingly global world?

Task 3

Eyewitness

Select an object from a cultural context that is different from your own cultural background. This object could be from a different country, region, or community, and it should hold some cultural significance.

Observe the chosen object carefully, paying close attention to its specific details, characteristics, and any unique features.

How is it used within its cultural context? What purposes does it serve, and what rituals or traditions might be associated with its use?

Reflect on the historical, social, and cultural significance of the object. What does it represent within its cultural context? How does it reflect the values, beliefs, and traditions of the community from which it originates?

Discuss your observations and ideas about the object. Consider how your understanding of cultural diversity and appreciation has been enriched through this exercise. Reflect on the importance of cultural awareness in fostering understanding and respect for different cultural perspectives.

Share your insights with others and engage in a dialogue about the significance of cultural diversity and the importance of promoting intercultural understanding in today's globalized world.

Task Reflection:

In your reflection, consider how this experience has deepened your awareness and appreciation of cultural diversity. Reflect on any preconceived notions or stereotypes you may have had about the culture associated with the object and how your perceptions have evolved through this exercise. Consider how you can apply your newfound cultural awareness and sensitivity in your interactions with people from diverse backgrounds in the future.

Object	Reaction

Task 4

Odd one out

Identify the item or concept that is different or does not belong in each set.

Discuss your ideas.

				Reason
Respect	Stereotyping	Understanding	Acceptance	
Diversity	Uniformity	Inclusivity	Variety	
Prejudice	Tolerance	Acceptance	Acknowledgement	

Unit 3

Objectives of the unit:

- To immerse students in a multicultural learning experience where they can actively engage with different cultural perspectives and practices

Organize a "Cultural Exchange Day" event to celebrate diversity and promote cultural awareness. Research and prepare information about the cultural norms, traditions, language, cuisine, and other relevant aspects of your assigned culture.

Task 1

Answer the following questions:

1. Can you share a memorable experience you've had with someone from a different culture? What did you learn from it?
2. How do you think cultural exchange benefits individuals and communities?
3. What aspects of your culture do you find most interesting or unique?

4. Have you ever experienced culture shock? If so, how did you handle it?

5. Do you think it is important for people to learn about other cultures? Why or why not?

6. How can language be a barrier to cultural exchange? What are some ways to overcome language barriers?

7. Can you think of any traditional celebrations or festivals from a culture different from your own? Describe them.

8. How can we promote cultural understanding and acceptance in our communities?

Task 2

KWL (know, want, learn) grid

In the first column, students write what they already know about the topic.

In the second column, students write questions about what they want to know about the topic.

After the research is completed, in the third column, students write what they have learned.

Topic: Cultural Heritage

Know	Want	Learned

Task 3

Bingo

Check your Bingo cards to see if you have that word. If you have the called word on your Bingo card, mark it with a marker. Shout “Bingo!” when you complete the required pattern and have all the words in that pattern marked on your card.

Bingo Card 1

B	I	N	G	O
Diversity	Empathy	Stereotypes	Respect	Inclusivity
Cultural Comptence	Sensitivity	Global Awareness	Acceptance	Communication

Bingo Card 2

B	I	N	G	O
Multiculturalism	Tolerance	Understanding	Intercultural	Equity
Sensitivity	Appreciation	Identity	Cultural Exchange	Diversity

Bingo Card 3

Cross-Cultural	Harmony	Prejudice	Integration	Diversity
Cultural Intelligence	Unity	Cultural Awareness	Harmony	Open- Mindedness

Module 4

Unit 1

Objectives of the unit:

- To learn and discuss about technology skills
- To explore a specific technology tool or platform

Warm-Up

Answer the following questions:

1. How important do you think technology skills are in today's world?
2. What are some common technology tools or platforms you use in your daily life?
3. Have you ever encountered challenges when using technology? If so, how did you overcome them?
4. Do you believe that everyone should possess basic technology skills? Why or why not?
5. What technology skills do you think are essential for academic or professional success?
6. How do you usually learn new technology skills? Do you prefer self-learning or attending formal training sessions?
7. What role do you think technology skills play in the workplace or in education?
8. Are there any specific technology skills you would like to improve or learn more about? Why?
9. How do you think technology has changed the way we communicate and interact with others?
10. Can you share a positive or negative experience you've had related to technology skills?

Task 1

Watch a video: “How is technology shaping the future of universities?” (<https://www.youtube.com/watch?v=thFFGkhl8b4>).

Task 2

Answer the questions based on the video:

1. How does the speaker envision the future of higher education and the role of technology?
2. What are the three main points the speaker discusses regarding the future of universities?
3. In what ways does the speaker believe technology is changing the way we learn and creating a new type of learner?
4. How does the speaker describe the virtual reality lab scenario involving medical students in 2027?
5. What are some examples of technology-enabled learning experiences mentioned in the video?
6. According to the speaker, why is it important for universities to adapt to the changing needs of students in the digital age?
7. What challenges do universities face in integrating digital technology into education, according to the speaker?
8. How does the speaker suggest universities can harness the power of technology to personalize teaching and improve the learning experience?
9. What role does the speaker propose universities should play in addressing climate change and social justice issues?
10. In your opinion, how can universities balance traditional teaching methods with the integration of digital technologies effectively?

Task 2

Group Technology Skills Exploration

Each group is assigned a specific technology tool or platform to explore. Each group should:

Research and explore the assigned technology tool or platform.

Identify key features, functions, and practical applications.

Discuss the benefits and challenges of using the technology tool/platform.

Prepare a brief presentation to share their findings with the class.

After the presentations, students are provided with the opportunity for hands-on practice with the technology tools or platforms discussed.

Reflection and Feedback: A reflection session where students share their thoughts, experiences, and challenges encountered during the hands-on practice.

Unit 2

Objectives of the unit:

- To read and discuss about technology skills
- To complete exercises designed around lesson theme

Task 1

Read the text: “Enhancing Study Abroad Experiences With Technology”.

Technology plays a **crucial role** in education abroad by effectively bridging the geographical gap between students and **instructors**. One of its **primary benefits** is **facilitating** seamless **communication** that fosters collaboration and knowledge-

sharing. With the **aid** of video conferencing and **communication** tools, students can actively engage in real-time discussions with their professors and peers, regardless of their **physical** distance. This **enables** them to **participate** in **academic** activities and receive timely feedback, **enhancing** their learning experience. Additionally, tools like Google Translate prove invaluable in **assisting** students with language immersion barriers, **facilitating** their assimilation into foreign countries. By leveraging **technology**, education abroad becomes more **accessible**, **interactive**, and inclusive for students worldwide.

Source: <https://www.viatrm.com/blog/enhancing-study-abroad-experiences-with-technology/>

Words to learn from AWL (the Academic Word List):

1. Technology
2. Crucial role
3. Primary benefits
4. Facilitating
5. Communication
6. Physical
7. Enables
8. Participate
9. Academic
10. Enhancing
11. Assisting
12. Accessible
13. Interactive

Task 2

Answer the following questions based on the text:

1. How does technology help bridge the geographical gap between students and instructors in education abroad?
2. What are some primary benefits of using technology in education abroad, according to the text?
3. How do video conferencing and communication tools contribute to students' learning experience in a foreign country?
4. In what ways does technology enable students to actively engage in academic discussions with professors and peers?
5. In your opinion, why is it important for education abroad to be accessible, interactive, and inclusive for students worldwide?
6. Have you ever used technology to facilitate your learning or communication during an educational experience? If so, how did it impact your experience?
7. What challenges might students face when relying on technology for education abroad, and how can these challenges be addressed?
8. Do you think technology can completely replace traditional methods of education abroad, or do they complement each other? Why?
9. How can educators and institutions ensure that technology is effectively utilized to enhance the educational experience of students studying abroad?

Task 3

Taboo

Describe as many words or concepts as possible within the time limit. Another student in the group or pair must guess the word or concept based on the description provided. If the describer accidentally uses a taboo word or if the group or partner cannot guess the word within the time limit, move on to the next word or concept.

<p>ZOOM</p> <p>Taboo words: Video, Conference, Meeting, Online</p>	<p>LANGUAGE IMMERSION</p> <p>Taboo words: Learn, Surroundings, Natural, Environment</p>
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<p>CULTURAL EXCHANGE</p> <p>Taboo words: Share, Traditions, Perspectives, Backgrounds</p>	<p>DIGITAL LITERACY</p> <p>Taboo words: Use, Understand, Technology, Tools</p>
<p>COLLABORATION</p> <p>Taboo words: Work, Together, Goal, Objective</p>	<p>VIRTUAL REALITY</p> <p>Taboo words: Environment, Computer-generated, Experience</p>

Unit 3

Objectives of the unit:

- To participate in a virtual exchange project

Attention!

Virtual exchange is defined as a technology-enabled, people-to-people education programme.

Technology-enabled:

Using digital or mobile technology.

People-to-people:

A virtual exchange is an accessible means of facilitating intercultural communication and collaboration.

Education:

Virtual exchanges enable students to develop skills and knowledge.

Adopted from: www.sharingperspectivesfoundation.com/virtual-exchange/

Students join the Virtual Exchange Project based on interest and availability. Students will engage in various activities and discussions to explore different cultures, traditions, and perspectives.

Module 5

Unit 1

Objectives of the unit:

- To learn and discuss about note-taking skills
- To research and apply a preferred note-taking method

Attention!

Lectures are the most common method of instruction at foreign universities. You must be able to understand English well and take notes easily on facts, ideas and references presented in lectures.

Adopted from: Brown, D., et.al. (1994). If you want to study in the United States. The United States: United States Information Agency.

Warm-Up

Discuss the following questions:

1. How do you adapt your note-taking skills for different types of university courses, such as lectures, seminars, or labs?
2. Have you ever struggled to keep up with note-taking during a fast-paced university lecture? How did you manage this situation?
3. Do you find it helpful to review your notes before and after university classes? Why or why not?
4. How do you balance the use of technology, such as laptops or tablets, with traditional handwritten note-taking in university settings?
5. What strategies do you use to stay focused and engaged while taking notes during long university lectures?

6. Have you ever encountered specialized vocabulary or technical terms during university lectures that were challenging to note down? How do you handle such situations?

7. How do you ensure that your notes are comprehensive enough to study from during exam periods?

8. Can you share any experiences where effective note-taking significantly contributed to your success in a university course or project?

Task 1

Watch a video: “Note-taking”

(https://www.youtube.com/watch?v=FNyrrpOGtQ9k&list=PLzVuaDu71D8zDzz0X4o9bKTcY0c_Li8nJ&index=4).

Task 2

Answer the following questions based on the video:

1. Why do you think note-taking is emphasized for college students, according to the video?

2. How do efficient note-taking methods contribute to better understanding and memory retention, as mentioned in the video?

3. What is metacognition, and why is it important in the context of note-taking, as explained in the video?

4. According to the video, what are some common problems that students face during lectures, and how can they overcome these challenges?

5. Describe the four recommended methods for note-taking discussed in the video: Cornell notes, Outline, Mind-mapping, and using the matrix. Which method do you think would work best for you, and why?

6. How does the module suggest students should handle PowerPoint notes provided by professors? Why is it important to take additional notes during lectures?

7. What role do discussions play in note-taking, according to the video? Why is it important to incorporate information from discussions into your notes?

8. Reflecting on the video, what are three strategies you can implement to improve your note-taking skills?

9. How do you plan to apply the knowledge gained from this video to your own note-taking practices?

Task 3

Researching and Applying a Preferred Note-taking Method.

- Choose one of the following note-taking methods: Cornell notes, Outline, Mind-mapping, or Matrix.

- Conduct research to understand the principles, techniques, and best practices associated with your chosen note-taking method. Utilize credible sources such as academic articles, educational websites, or instructional videos.

- Take detailed notes during your research process, highlighting key concepts, strategies, and examples related to the chosen note-taking method.

- Once you have a thorough understanding of the selected method, create a plan outlining how you will apply it to your own note-taking practice.

- Select a subject or topic of your choice to practice your note-taking method. This could be related to your current studies, a personal interest, or a specific project.

- Begin implementing the chosen note-taking method while researching and gathering information on the selected subject or topic. Focus on capturing essential points, organizing information effectively, and making connections between ideas.

- Write a reflective report (200-300 words) discussing your experience researching and applying the chosen note-taking method. Include observations on its effectiveness, any challenges encountered, and strategies for improvement.

- Conclude your report with recommendations for how you can further refine your note-taking skills using the chosen method in future study sessions or academic endeavors.

- Submit your completed task, including:

Notes from your research on the chosen note-taking method.

Notes taken during your practice session applying the chosen method.

A reflective report discussing your experience, observations, challenges, and recommendations for improving note-taking skills using the selected method.

Unit 2

Objectives of the unit:

- To read and discuss about note-taking skills
- To complete tasks designed around lesson theme

Task 1

Read the text: “Strategies for notetaking in lectures”.

There are various **strategies** you can use in your **lectures** that can help to make your notetaking more efficient, and more useful to you. Two **approaches** that can be used in all **contexts** to improve your listening skills are:

Develop an active listening approach:

Just like in conversations, we listen more when we are actively engaged with the speakers and the subject. So use **physical** cues to help your mind to **focus**:

Sit where you have a good view of the speaker;

Try to sit up straight, lean forward and nod when the lecturer is speaking.

These physical cues can trick your brain into staying focused;

Top-down' listening:

'Top-down' listening is a form of active listening where we use our **interpretive** skills to engage with the content.

When you arrive at the lecture, take one minute to free write and jot down all the ideas or questions you have about the **topic**.

Listen out for keywords that you recognise.

Word association: if the lecturer **triggers** an idea, make a note or add an icon to follow up later.

Source: <https://libguides.shu.ac.uk/notetaking>

Words to learn from AWL (the Academic Word List):

1. Strategies
2. Lectures
3. Approaches
4. Contexts
5. Physical
6. Focus
7. Interpretive
8. Topic
9. Triggers

Task 2

Answer the following questions based on the text:

1. What are some strategies mentioned in the text that can help improve your note-taking during lectures?
2. Do you currently use any active listening techniques during lectures? If so, which ones have you found most effective?
3. What is meant by 'top-down' listening? How can this approach enhance your understanding of lecture content?
4. Have you ever tried free writing before a lecture to jot down your ideas or questions about the topic? If not, do you think it could be beneficial?
5. How do keywords and word association help in note-taking and comprehension during a lecture?
6. Can you think of any other active listening strategies not mentioned in the text that could be useful during lectures?

7. Do you find it challenging to stay engaged and focused during lectures? What techniques do you currently use, or could you use, to overcome this challenge?

8. How important do you think it is to actively participate in the listening process during lectures? Why?

9. Reflecting on your own note-taking habits, do you think incorporating these strategies could improve the effectiveness of your notes? Why or why not?

Task 3

Active Listening Techniques in Lectures.

1. Watch a video “The importance of listening to international students”. (<https://www.youtube.com/watch?v=6Ql5mQdxWk>).

2. Take notes during the lecture, focusing on keywords, main ideas, and any questions or ideas that come to mind.

3. Discuss the questions related to the lecture topic in small groups. Discuss your notes and share your observations, questions with your group members.

4. Reflect on your experience with applying listening techniques during the lecture and group discussion.

5. Discuss any challenges faced and strategies used to overcome them.

Task 4

A reflective journal entry.

Write a reflective journal entry about your experience with active listening techniques and note-taking during the lecture activity.

Identify areas for improvement and set goals for enhancing your listening and note-taking skills in future lectures.

Module 6

Unit 1

Objectives of the unit:

- To learn and discuss about research skills
- To apply the unit material

Warm-Up

Answer the following questions:

1. What sources do you typically use when conducting research, and why?
2. How do you decide if a source is reliable or not?
3. Can you share an experience where you had difficulty finding information for a project or assignment? How did you overcome it?
4. What online tools or platforms do you find helpful for conducting research, and how do you use them?
5. How do you organize your research findings to make them easier to understand and use later?
7. Have you ever had to conduct interviews or surveys as part of your research? If so, how did you prepare for and conduct them?
8. What advice would you give to someone who is just starting to develop their research skills?

Task 1

Watch a video: “Beginning the research process”

(<https://www.youtube.com/watch?v=Vp4htIY4RIU>).

Task 2

Answer the following questions based on the video:

1. What are the steps mentioned in the video for starting the research process?
2. Why is it important to understand assignment requirements before beginning research?

3. How does brainstorming help in selecting a research topic?
4. Why is it important to consider the credibility and appropriateness of sources found on the internet?
5. How does the video suggest balancing the use of scholarly sources and other types of sources in research?

Task 3

Research Project Planning

1. Use brainstorming techniques discussed in the video to generate at least three potential research topics.
2. Select one research topic from your brainstorming session and formulate a research question that aligns with your interests.
3. Identify the types of information needed to answer your research question effectively. Consider whether statistical data, scholarly articles or other sources would be most beneficial.
4. Choose appropriate research databases or other sources to begin searching for information related to your research question.
5. Conduct a preliminary search using the selected databases or sources to locate relevant information for your research project.
6. Evaluate the credibility and appropriateness of the sources found, considering factors such as author expertise, publication date, and relevance to your research question.
7. Based on your findings, create a plan outlining how you will incorporate the sources into your research project, including how they will support your arguments or analysis.
8. Reflect on the process and identify any challenges encountered or insights gained during the application of the research skills discussed in the video.
9. Prepare to discuss your research project plan with your teacher or classmates, highlighting your chosen topic, research question, sources, and approach to incorporating the material into your project.

10. Submit your research project plan, including your chosen research topic, research question, concept map or outline, list of potential sources.

Task 4

Reflective Analysis on Research Process

1. Review the notes from your recent research project, including the research question, sources used, and any notes or reflections made during the process.

2. Reflect on your experience of conducting research by considering the following questions:

a. What were the most challenging aspects of the research process for you?

b. Did you encounter any unexpected difficulties or obstacles while conducting research? If so, how did you overcome them?

c. How did you approach selecting a research topic and formulating a research question? Did the brainstorming techniques discussed in the video help in this process?

d. Describe your experience of searching for information using research databases or other sources. What strategies did you use to locate relevant sources?

e. How did you assess the credibility and appropriateness of the sources you found? Did the criteria discussed in the video influence your evaluation process?

f. Reflect on the effectiveness of your research strategies in addressing the assignment requirements and answering your research question.

g. Identify any insights or lessons learned from the research process that you can apply in future research projects or academic endeavors.

3. Write a reflective analysis summarizing your reflections on the research process. Your analysis should address the questions outlined above and provide thoughtful insights into your research experience.

4. Proofread your reflective analysis for clarity, grammar, and punctuation.

5. Submit your reflective analysis.

Unit 2

Objectives of the unit:

- To learn and discuss about taking notes for research
- To apply the unit material

Warm-Up

Answer the following questions:

1. What methods do you currently use to take notes when conducting research, and why?
2. How do you decide which information to include in your notes when researching a topic?
3. Can you share any tips for organizing your notes effectively to make them easier to review later?
4. Have you ever encountered difficulties when taking notes during research? If so, how did you overcome them?
5. Do you prefer taking digital or handwritten notes when conducting research? Why?
6. Have you ever used any specific note-taking techniques, such as mind mapping for research purposes? If so, how did they help you?
7. How do you ensure that your notes capture the main ideas and key points of the sources you're studying?
8. Can you describe a time when your notes helped you during the writing process of a research paper or project?
9. What advice would you give to someone who is struggling to develop effective note-taking habits for research purposes?

Task 1

Watch a video: “Handling notes for research”

(<https://www.youtube.com/watch?v=bqsp7sTtfPQ>).

Task 2

Answer the following questions based on the video:

1. Why is it important to record bibliographic information before taking notes on a source? How does this contribute to accurate referencing later on?
2. What are some common elements of bibliographic information that should be recorded for a source, and where can you usually find this information?
3. Why is it suggested to keep separate notes when recording information from a source? How does this aid in the analytical process?
4. What are some different methods for taking notes on a source, and how might they affect your ability to digest and analyze the material?
5. What is the significance of distinguishing between summaries, paraphrases, quotations, and personal thoughts when taking notes? How do these different types of notes contribute to the writing process?
6. Reflecting on your own note-taking habits, what strategies from the tutorial do you already use, and what new strategies might you incorporate to improve your note-taking process?

Task 3

Improving Note-Taking Skills

1. Watch the provided video on taking notes carefully, paying attention to the tips and techniques suggested.
2. Select an article or academic paper relevant to your field of study or interest.
3. Before reading the article, familiarize yourself with the key concepts and objectives of the study.

4. Begin by recording the bibliographic information of the chosen article, including the title, author, publisher, journal title, volume, page numbers, date, and any other relevant details. Ensure accuracy in recording this information.

5. Choose a method for note-taking that suits your preferences and needs. You may opt for handwritten notes, digital notes, or any other method mentioned in the video.

6. As you read through the article, take detailed notes.

7. After completing the note-taking process, reflect on your experience. Consider the effectiveness of the chosen method and any challenges encountered.

8. Finally, evaluate the quality and comprehensiveness of your notes. Assess whether they capture the essential information and insights from the article accurately.

Learning Resources

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