

**V Международная конференция
"АНГЛИЙСКИЙ ДЛЯ СПЕЦИАЛЬНЫХ И АКАДЕМИЧЕСКИХ
ЦЕЛЕЙ И АНГЛОЯЗЫЧНАЯ СРЕДА ОБУЧЕНИЯ
В КОНТЕКСТЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО
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on ESP/EAP/EMI in the Context
of Higher Education Internationalization
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**Пятая Международная конференция
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В КОНТЕКСТЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО
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Конференция посвящена обсуждению современных представлений об изучении и преподавании иностранного языка, о развитии коммуникативных компетенций в условиях меняющейся технологической среды, а также рассмотрению когнитивных механизмов, задействованных при обучении. В программу конференции были включены специализированные мастер-классы, которые демонстрировали инновационные технологии в преподавании английского языка и рассказывали о новинках издательского дела в области освоения иностранного языка. Публикуемые материалы представляют собой тезисы пленарных лекций, устных и стендовых докладов, а также выступлений на мастер-классах.

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PLENARY LECTURES

LANGUAGE AS A FORM OF ACTION. MULTIMODAL COMMUNICATION AND SIGN LANGUAGES

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What is *linguistic* communication and what is not? Even if we often convey meanings through visible bodily actions, these are rarely considered part of human language.

I want to stress the embodied and multimodal nature of human communication due to the presence of gestures across cultures and the existence of languages that are strongly based on overt actions (sign languages).

Studying the visible actions of speakers and signers leads to a revision of the traditional dichotomy between *linguistic* (*categorical, invariable, arbitrary*) and *enacted* (*gradient, variable, iconic*), and to the development of a new approach to embodied language.

LITERACY, IDENTITY, AND LEARNING: INSIGHTS FROM NEUROPSYCHOLOGY

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"Literacy, Identity, and Learning: Insights from Neuropsychology" focused on two issues pertaining to how teachers can help students achieve academic, professional, and personal success: the extent to which teaching has the capacity to transform students' sense of identity, and how current cognitive research provides a new perspective on this issue. It also addressed several neuropsychological approaches with possible pedagogical application: the use of emotional engagement and the role of motivation. The presentation began by examining the potential impact on students' sense of identity that occurs through the privileging of academic genres, which require students to read, write, speak, and think in ways that are considered appropriate in an academic setting but may be quite different from those in their everyday lives. To consider this issue from a cognitive perspective, the presentation provided an overview of current research in neuroplasticity—changes in the brain as a result of learning and knowledge—which has significant implications for how we define "learning",

because change, characterized by the generation of new neurons, occurs through experience, and learning constitutes a form of experience. Referencing current neuropsychological research, in particular, Seung's concept of a "connectome" [4], Dohaene's work on consciousness [1], and Greenfield's work on identity [2], the presentation argued that identity has a physical manifestation that can be discerned in neuronal activities, and that because these activities are perpetually in flux, the concept of identity should not be viewed as an essentialized, permanently etched static construct, but rather as a complex state of being that is subject to change. This insight suggests the importance of helping students learn to "perform" in ways that will enable them to succeed, both academically, professionally, and personally and to develop awareness of how that performance can impact their identity so that they can gain agency over what they *choose* to do and whom they *choose* to be. Moreover, the presentation also noted that although academic writing may pose a conflict of identity for some students, all writers assume and must assume different identities when they write in different contexts for different audiences—and most students do understand that they have choice. Whatever might be the requirements of a particular academic task, student writers (and all writers) possess what Ivanič [3] referred to as an "autobiographical self", which they have the potential of bringing to all literacy activities, and which continues to exert an influence over other "selves" that are developed through involvement in new discourse communities. The latter part of the presentation discussed how practice and emotion affect the firing of neurons, which form signaling connections called synapses, which, in turn, form networks, the physical equivalent of knowledge, which, in the brain, registers learning. These insights, supported by a number of cognitive based studies, affirm what successful teachers have always recognized: the importance of fostering students' interest in a topic or task and the role of emotional engagement in generating motivation. The presentation concluded with suggestions for implementing insights from neuroscience research in a classroom setting.

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GESTICULATION IN NATURAL DISCOURSE: INDIVIDUAL PORTRAITS

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This paper addresses language in its most natural form – in the form of spoken multichannel discourse. It includes the verbal component, prosody, eye gaze, as well as the different kinetic aspects of communication – facial, head, hand and torso gestures.

Among the key issues in multichannel studies is the question of individual variation in a speaker's behavior. We explore the issue on the basis of the resource "Russian Pear Chats and Stories" that includes 40 recorded sessions (approx. 15 hours) of natural communication between four participants with fixed roles of Narrator, Commentator, Reteller, and Listener, as well as vocal, kinetic, and oculomotor annotations of these recordings. Each session includes two monologic stages and one interactive stage. Recordings were made with state of the art technology, including eye-tracking.

To address the issue of individual variation, we introduce the notion of a speaker's individual portrait. In our previous studies we used Prosodic Portrait that is an important element of the process of vocal transcription, as well as Oculomotor Portrait. In this paper we introduce the notion of Gesticulation Portrait (GP), necessary both at the stage of manual gesture annotation and at the stage of gesture analysis.

The GP elements relevant at the stage of annotation include: (dis)inclination to stillness, (dis)inclination to self-adaptors, typical amplitude, and typical velocity. For example, Participant 04C (Table 1) tends to be motionless for extended periods of time between gesticulation series. In addition, his gestures typically have large amplitude. Accordingly, a single weak movement of this participant is more likely interpreted as an instance of stillness rather than as a gesture.

The GP elements necessary for gesture analysis include the total number of manual gestures, their total duration, their mean, minimal, and maximal durations, as well as 25%, 50%, and 75% quantiles, as well as preferences in gesture handedness: predominance of two-handed or one-handed gestures and distribution of one-handed gestures in accordance with handedness. Speaker 04C (Table 1) prefers two-handed gestures, while most other participants demonstrate preference for one-handed gestures.

GP provides a framework for generalizations in the domain of gesture studies. For example, we found differences between gestures in monologue and in conversation – stable and significant increase in the number of gestures in monologue.

Gesticulation Portrait for participant 04C (durations shown in seconds)

Inclination to stillness	high
Inclination to adaptors	low
Amplitude of manual gesture	high
Velocity of manual gesture	high
Total count	88
Total gesticulation duration	87.14
Mean duration & std	0.99 & 0.57
Min, Quantile 25, 50, 75, Max	0.3, 0.57, 0.85, 1.25, 3.26
Conversation: count & ratio	87 & 1
Conversation: duration & ratio	85.63 & 0.98
Conversation: Min, Quantile 25, 50, 75, Max	0.3, 0.57, 0.8, 1.25, 3.26
Two-handed vs. one-handed	0.6 vs. 0.4
One-handed gestures in accordance with handedness: right vs. left	0.68 vs. 0.32

We conclude that the proposed methodology accounts for fine-grained annotation procedures and for accurate statistical analyses of multichannel data.

EMI AT KOREAN SCIENCE AND ENGINEERING SCHOOLS AND IMPROVING STUDENTS' ENGLISH ABILITY

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This talk focuses on how to improve Korean university students' English ability in an English-medium instruction (EMI) context. EMI was introduced to Korean universities more than a decade ago. News media's university rankings and the Korean government's financial support were the major factors that facilitated the expansion of EMI among Korean universities. Moreover, science and engineering schools have been at the front of EMI trends in Korean higher education. Among them, Korean Advanced Institute of Science and Technology (KAIST), one of the most reputable institutions in Korea, has been the most influential in the expansion of EMI. This talk discusses the various programs of English language education and integrated content and language (ICL) that have been offered to undergraduate and graduate students at KAIST in order to improve

their English skills for EMI. For conclusions, it offers suggestions for EMI planning and implementation at Korean science and engineering schools, including future directions for English language education for EMI.

WORKSHOPS

FORMATIVE ASSESSMENT: 3 AMAZING TOOLS FOR THE ESL CLASSROOM

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Working in a Blended Learning environment at the Department of Modern Languages and Communication (NUST "MISIS") since 2010, we have become so-called EdTech coaches, learning the pros and cons of different educational instruments on a daily basis and training new teachers annually on how to succeed using them.

"Technology "is adopted to support classroom learning of content in specific subject areas" as well as they are also employed to pursue transversal objectives, such as fostering participatory approaches and collaboration among peers, self-guided learning, completion of homework assignments, making assessment procedures easier and more effective" [1]. The modern ESL classroom has recently been equipped with various technologies: screens, projectors, interactive whiteboards, tablets. However, just a student's smartphone can make a difference. In our workshop, we will focus on how to assess students' success using 3 popular tools: Kahoot, Quizlet Live and Wizer.me.

Regarding Kahoot, this game app creates high energy and encourages quick recall. The questions prepared by the teacher as well as the answers are displayed on the main board (screen) for the entire class to see, while participants only see the symbols aligned with their answers. Students enjoy the level of competition brought to the classroom. In terms of assessment, Kahoot can be used before a test, helping to perform a quick, surface-level assessment.

Looking at Quizlet Live, this game is well-known as the best collaborative one and is based on flashcards. Unlike Kahoot, students are gathered in groups competing one with another. Teacher can refresh and change teams, which is a good point in terms of classroom management. This tool is perfect to knowledge, recall, and memory questions, which is necessary when it comes to assessment.

With regard to Wizer.me, this is a platform where teachers build engaging online worksheets by using different types of questions, incorporating images and videos, and even recording

directions. It allows teachers to collect formative assessment data from students while also embedding instructions into the assessment with videos and interactives. For instance, to assess reading comprehension and vocabulary skills, you can create cloze reading passages. This tool is limited in its capacity to promote formative assessment; however, teacher can quickly assess understanding of specific concepts.

These platforms are great tools for busy ESL teachers living in a fast world providing little opportunities for scheduling time on preparation for their lessons. Besides introduction to the units and discussion the issues raised in them, these tools help to perform formative assessment in a fun engaging collaborative way both in and out of the class with just a smartphone required.

Using an innate ability to learn from playing and the games, this approach to learning, for example, allows increasing the number of vocabulary items in a student's lexicon and triggers the memory shift of a word going from short-term memory to long-term memory through the excitement of a game and easy memorization. Repetition of vocabulary items influences on the process of future retrieval and production of a word and its natural context.

We are sure that using digital approach in formative assessment can ease the life of both a teacher and students with the consideration of modern lifestyle. "The use of games allows students to fail, overcome, and persevere. Students are given a sense of agency—in games, they control the choices they make, and the more agency students have, the better students do. Instantaneous feedback and small rewards (or big ones, like winning) are external motivators that work" [2].

Keywords: formative assessment, gamification, Kahoot, Quizlet, Live, Wizer.me, memory

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TEACHING UNI TEACHERS TO TEACH IN ENGLISH: DESIGNING A SEMINAR ON TEACHING RESEARCH SKILLS

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Globalisation of tertiary education insistently calls upon non-language teachers to be prepared for teaching their subjects to international audiences. Although this new aspect of their professional life is supported in certain courses of English, its support mostly amounts to practical advice on lecturing and creating syllabi, whereas teaching in a modern context includes many other aspects.

Traditionally, Russian university teachers are expected to be high-level specialists in their specific fields. General approaches to teaching and teaching methodology are considered to be of minor importance. As a result, even successful practitioners are only vaguely aware of the concepts and issues broadly discussed in university communities worldwide. It means that although their level of English may be high enough to participate in international research projects, it is often insufficient to communicate on educational issues, create educational documentation and interact with international students in the classroom. This also causes a lot of misconceptions and faulty interpretations when these concepts are transplanted on Russian soil. This has happened to *competence-based approach* and *Bloom's taxonomy*, to mention but a few. It is inevitable at this stage but we will have to outgrow it, if we really aim to enter the world educational market.

Developing research skills is one of the avenues of modern tertiary education. A lot of research on it was done in America and Europe in the 60s and 90s, which provided a sufficient body of evidence to conclude that students master the basic research skills better if they are considered an important object of instruction, and if appropriate teaching methods are used. This approach is often referred to as *teaching research process* or *developing research process skills*, and it is obvious now that it offers numerous advantages.

There have always been individual talented teachers in Russia who succeeded in developing good research skills but this process has always been spontaneous and received little reflection and generalisation. As tertiary education increasingly becomes mass scale, this situation cannot be viewed as acceptable, in the international context in particular.

These considerations have led us to the conclusion that apart from the obvious lack of functional language for dealing with international students at seminars, tutorials, labs, etc., subject teachers are in need of enhancing their knowledge of modern world trends in methodology of tertiary education.

We see this situation as a fruitful context for training multidisciplinary groups of university teachers who prepare for teaching their subjects in English. In this workshop, we propose to discuss our experience of developing a seminar on teaching research skills for non-language university teachers.

Due to the specific character of the target audience we employed the following pedagogical principles:

- to involve participants' personal teaching experience
- to encourage reflection on participants' own teaching practices
- to inform participants of the existing world practices and demonstrate examples
- to encourage critical analysis of presented material
- to teach English through communication on professional matters

In this workshop, we present the teaching materials developed for a multidisciplinary group of university teachers to familiarise them with current approaches to developing research skills and encourage them to produce their own materials in English.

Keywords: research skills, EMI, interdisciplinary groups, tertiary education

WHAT DOES IT MEAN TO OTHERS WHEN WE SAY WE ARE "ENGLISH TEACHERS" IN TODAY'S WORLD?

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The aim of the workshop is to explore the various forms of English teaching and attempt to unravel the complications apparent in the myriad of acronyms and titles associated with different pedagogical roles and learning outcomes such as EFL, ESL, ESOL, ESP, L1, L2, LA, LB, BE and so on. Are all of these labels simply variants of a the same course or are there substantive differences in the motivation of the learner, the learning objectives of the course designer, the desired outcomes of the learner and the teacher's choice of methodologies and assessment tools? How do we as teachers differ in our approaches to the learner in our different roles? How would we approach the same material in different learning environments? Can learners wear EFL, ESL, LA and LB hats interchangeably, comfortably doffing and changing them at will? When the L2 learner has acquired the language should they then move to L1 learning? What exit strategies should be available for the transitional student? These and many more sometimes puzzling aspects of our role as teachers will be the focus of our discussion.

PRACTICAL CLASSROOM ACTIVITIES THAT SCAFFOLD RESEARCH AND REFLECTION AT ADVANCED AND PRE-INTERMEDIATE PROFICIENCY LEVELS

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The workshop will model a 50-minute lesson (divided into two 25 minute mini-lessons) to help teachers to find answers to the following questions: How do we get students to start thinking about real structured research at different proficiency level? How do we help them begin? How do we help them reflect on and evaluate what they have done, even while they are doing it?

DEVELOPING EXAM SKILLS THROUGH TABLETOP ROLEPLAYING GAMES

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Speaking exercises to prepare for exams can be boring and routine under normal circumstances, but through tabletop roleplaying games, exam preparation becomes an adventure! Lead your students on dangerous quests through deep forests and dark dungeons where they'll meet characters which challenge their ability to use linking words and cohesive devices. They'll solve problems with the other adventurers in their party using negotiation and opinion language. They'll slay the mighty dragon using only their English skills (and a couple of dice)!

PATHWAYS TO SUCCESSFUL CLASSROOM DISCUSSIONS

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An energetic and engaging intellectual discussion is always the highlight of any seminar. But a discussion is also one of the most common classroom activities that could go wrong even minutes after a seemingly successful start. Whereas we often believe that best discussions are spontaneous and surprising, the classroom experience proves that the most effective group talks often result from thorough preparation on the part of both an instructor and students. This workshop will provide some practical ideas and a variety of strategies on how to prepare, initiate, and keep the discussion going in and outside of classroom, and how to diversify and assess it. In particular, we'll speak about the following: how to model the discussion, how to overcome the challenges that inhibit productive discussion, how to organize online discussions and maximize their effectiveness.

This workshop will also address the importance of a democratic discussion in the classroom and the benefits of the collaborative learning.

TEACHING BEYOND THE EXAM ESSAY

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Essay exams play an important role in learning, but as most teachers know, they can have significant drawbacks over the long term. Students who spend a great deal of time preparing for churning out essays on tests will often become stuck in the formulas they have learned and have difficulty graduating to more advanced types of writing. The purpose of this workshop is to identify the features of exam essays that are useful and transferable to other contexts (such as principles of organization) and diagnose the features that make student writing feel rote and uninteresting. We will then discuss the ways in which these issues can be addressed in the classroom.

SESSION: Academic Vocabulary Building

THE FORMATION PRINCIPLES OF MODERN LINGUISTIC TERMS

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The aim of this paper is to describe the formation principles of modern linguistics terms. The main trends in term formation are described. Examples of abbreviation, acronyms, blends, loan words and metaphors are presented in the article. Also, this paper is concerned with the origin of terminology which is thought to have appeared during the first half of 20th century. Novel concepts and terms continuously influence the development of language, which has recently become more intensive.

The relations between language for specific purposes (LSP) and Language for General Purposes LGP are described in terms of opposition because there are many differences between them. LGP is the language that is used in everyday life for exchanging our ideas, but LSP includes the special terms and vocabularies used at a specific sphere and combines these terms and vocabularies in a special way.

The range of specialized vocabulary is diverse and can be presented by neologisms, abbreviations, acronyms, blends, loan words, metaphors, etc. The specialized linguistic vocabulary contains various lexical units. The research under consideration deals with the analysis of the following groups of linguistics terms: acronyms (*RP – Received pronunciation, TT – Target Text*), blends (*Lexicography, Sociolinguistics, Psycholinguistics*), loan words (*Gesamtbedeutung (German), Aktionsart (German), Algorithm (Arabic), alveolar (Latin), Sentimentalism (Greek)*), metaphorical linguistic terms (*daughter languages, language family*).

The article shows, that the formation of linguistic terms depends on the concepts they denote. Along with abbreviated forms and borrowings, there exist metaphorical terms. Further investigation of term formation reasons would be important for linguists and researchers to understand the nature of specialised conceptualisation and categorisation.

Keywords: language for specific purposes; LSP; specialized vocabulary; linguistic terms; term formation

CORPUS-DRIVEN TEACHING OF ACADEMIC VOCABULARY: ACADEMIC WORD LIST IN BIOLOGY

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Computers and quantitative research methods are increasingly used in both research of EAP and language teaching and materials design. Corpus linguistics can assist researchers in uncovering patterns of language use in the academic discourse and genres, and inform EAP teaching practices with a degree of reliability and validity normally ascribed to natural science. This paper discusses the experience of building an academic word list of biology and developing a corpus-based course of EAP in biology with particular focus on teaching academic vocabulary.

A starting point of a comprehensive description of vocabulary use in the academic discourse is the word list. Word lists are used to establish which words learners are likely to encounter most frequently in target situations and, on the basis of this evidence, to decide which words should be concentrated on in teaching materials. Words are selected based on frequency and range. The most influential EAP word list in recent years has been the Academic Word List (AWL) containing 570 word families, beyond the 2000 most frequent word families in general English. A word family consists of a headword with all its closely related derived forms.

The aim of this paper was to develop a discipline-specific academic word list providing a significant degree of coverage of written biological texts. To this end an in-house corpus of modern biology Lomonosov Corpus of Modern Biology (LCoMB) was used with a range of concordancing, vocabulary profiling and text processing software. The corpus is compiled of research articles from high-impact scientific journals (*Nature, Science, Cell Biology*), edited volumes and textbooks and currently comprises 3.5 mln words. The families were identified on the basis of high levels of both frequency and range across a broad sample of subject areas of biology. As this is still work in progress, further steps of the research will include testing the list for coverage on a comparable dataset of biological written texts and a spoken academic corpus for comparison.

The academic word list in biology is representative of the vocabulary needed for reading written academic discourse and writing scientific papers. The academic word list in biology may have multiple applications in teaching EAP as it allows studying the words in the contexts in which they typically occur in written academic texts. It may be used in research-informed usage-based materials design, assessing the vocabulary load of EAP teaching/testing material, etc. The paper presents a variety of vocabulary exercises developed for the graduate-level course of EAP in biology.

Keywords: corpus, corpus-driven teaching, academic word list, EAP

GLOSSARY COMPILATION: CULTURAL IMPLICATIONS, LEARNERS' AUTONOMY, MNEMONICS, PROFESSIONAL DEVELOPMENT AND MOTIVATION

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Cultural bias in terminology can be made explicit through students' autonomous glossary compilation process. Generation Z demonstrates mistrust towards knowledge coming from others, like to take the lead and look for new challenges [1, c. 93]. The approach where the teacher is assumed to know everything and the pupil is ignorant [3, c. 59] has become obsolete. We come to recognize a different role for a modern language teacher, i.e. the role of a coach.

Compilation of a subject-specific glossary is based on cognitive learning strategies that enable learners to group information in a way that they can understand it easier [2]. Compiling sporadic lists of vocabulary items in a linear glossary cannot enhance memorization [4, c. 4245]. Comparative analysis and focus on cultural awareness emphasizes mnemonic processes, increases subject-specific knowledge, and makes students engaged and independent learners.

The spheres where financial terms demonstrate their culturally biased nature are proper names, abbreviations, contextual use, the number of synonyms, metaphors, connotations and collocations, etymology and international words. Compilation of a glossary comprises several stages (Fig. 1):

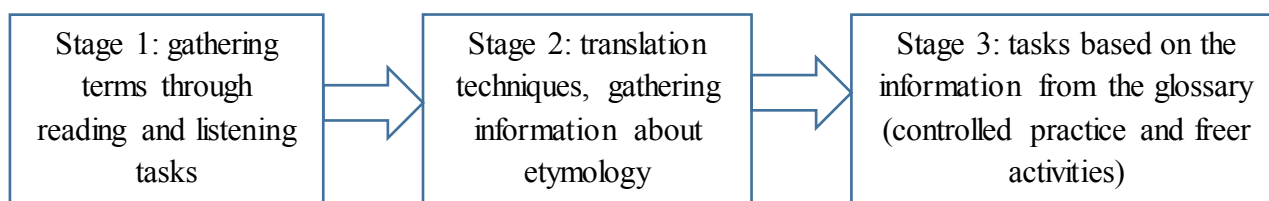


Fig. 1. Glossary Compilation

Students can work individually or in small groups. They are to discuss and interpret the information they get. The types of tasks include home assignments, autonomic individual and group work. Students can prepare controlled practice tasks on their own. We usually keep glossaries as online Google tables with shared access. In this way, any student can contribute to the entries and anyone can use the glossary as a resource for in-class activities. The activities are performed in class or become a part of their homework. The teacher is supposed just to supervise the process and issue recommendations on the variety, frequency and contents of the activities.

At the end of the school year, thirty students, who participated in glossary compilation activities, were to choose five out of fourteen suggested options in order to finish the sentence ‘*My involvement in the process of glossary compilation helped me ...*’

We included four ‘hard’ skills (professional knowledge, translation skills, language fluency and literacy) and ten ‘soft’ skills (cultural awareness, ability to memorize, autonomy, motivation, teamwork, leadership skills, work under pressure and research skills, time management, communication opportunities).

The results of the survey are presented in Fig. 2.

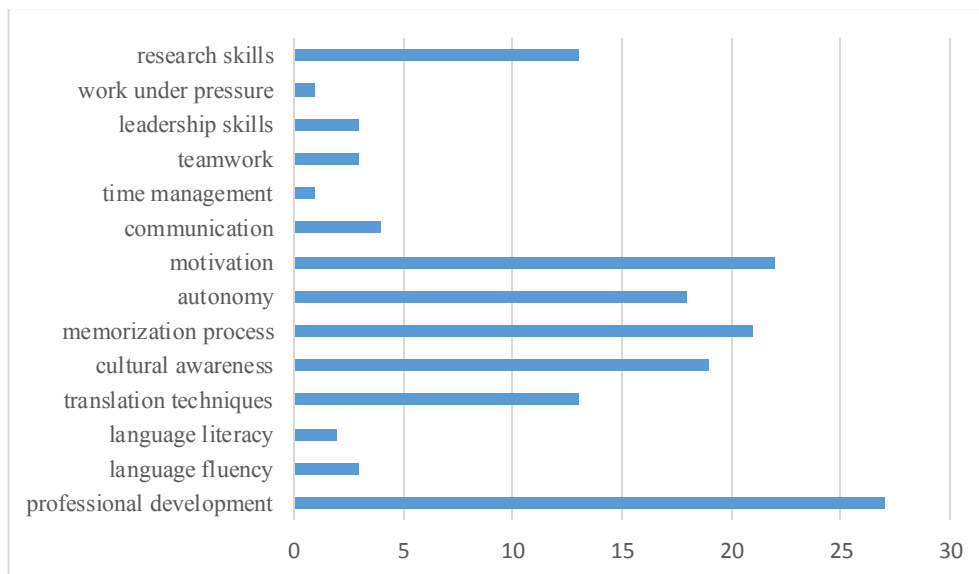


Fig. 2. Students' feedback

The survey records positive impact of the activities on students' cultural awareness, professional development, mnemonic processes, and motivation and translation skills.

Keywords: glossary, terminology, cultural awareness, professionalization, mnemonics

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SESSION: Applying Research to Practice

MOTIVATING AND DE-MOTIVATING FACTORS FOR I-GENERATION STUDENTS IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION

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The report focuses on the results of the survey held at several departments of MGIMO-University in the last 3 years. The aim of the survey was to distinguish those factors that facilitate successful acquisition of a foreign language from those that hamper this process. The students who participated in the survey are mostly advanced English speakers studying English as the first or the second foreign language in the second, third or fourth year of the bachelor programs at the faculties of International Business and Administration, Governance, International Relations and International Journalism. The questionnaire was compiled by the leading specialists of MGIMO chair of sociology together with the Directorate of Language training. The questions concerned various aspects of the learning process, e.g. teaching methods, learning materials, use of modern technologies, amount of homework etc. The questionnaire was designed in a way that it comprised multiple choice questions with a given set of answers, evaluative statements and open questions where respondents could suggest their ideas or express criticisms concerning language learning process at their respective faculty. The questionnaire was anonymous, so students were enthusiastic about participating and coming up with their suggestions on how to help them acquire better language skills. The results of the survey were processed with the help of the SPSS program and analyzed by the specialists of the Directorate of Language training.

The obtained data can be divided into several groups depending on the perspectives from which they were analyzed. If viewed from the point of view of students' specialty, the types of methods and activities they named as auspicious correlated with their future professions: journalists opted for interactive discussions, future diplomats – for public speaking practices, while economists expressed the wish to participate in role-plays staging negotiation process. But if viewed from a perspective of effectiveness of an activity for young adults, the results of the survey clearly reflect the main intrinsic feature of the i-generation: students of all the four faculties prefer interactive activities involving the use of modern technologies, they wish to watch more videos, including their favorite serials and programs, welcome the use of their mobiles and laptops in class. However, the respondents cannot be called the zealots of solely on-line communication: students of all faculties would like to communicate in person with native speakers, if possible, have them as their teachers.

The survey also revealed some unexpected results: students like their teachers to be strict, demanding, but rightly so; besides being specialists in their field, be interested in other fields and share this knowledge with their pupils; give students more opportunities to talk in class instead of talking themselves; give them more challenging tasks.

On balance, the results of the survey caused multiple discussions among the English teaching staff of MGIMO University. Though some of the data are challenged by the teachers as students are not considered as specialists in this field, most conclusions constitute food for thought and will be used to improve language teaching practice and, in the long run, enhance students' professional skills as international specialists.

Keywords: survey, foreign language acquisition, teaching methods, IT technologies, communicative activities, professional skills

NONLINEARITY AS A SYSTEM PROPERTY OF ENGLISH BUSINESS DISCOURSE FUNCTIONAL SPACE

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In the real research authors highlight fact that the nonlinearity of cogitative activity is in correlation with functional nonlinearity of pragmatic semantic system of a discourse. Discourse is generally assumed to be a complex dynamic system where, on the one hand, there are system and stabilizing properties inherent, and, on the other hand – mobile and versatile. This controversy is accounted for the fact that as any act of speech every time is created anew from the elements the language includes. Close connection to real life assumes the dependence of semantic space of discourse on a set of situational settings which in the course of text generating breed various semantic and pragmatic increments. The same text bears different semantic loading for different authors and recipients under different conditions of communication due to differences in consciousness and mentality of communicants and also the general mood of the society which forms predisposition to this or that attitude. The authors of the given research believe that the property of functional nonlinearity makes up a basis of the mechanism of generating different semantic increments by the same text. The functional analysis of discourse makes it possible to track and reveal particular features of the system of discourse not only by studying elements and parts of the system, but also by establishing connections and relations between them. Examples of the English business discourse are taken as templates since the sphere of its use forms it as a systematic and dynamic phenomenon, which imply inclusiveness, non-equilibrium and non-linearity. The authors come to the idea that functional nonlinearity provides the

possibility to create adequate semantic grounds for implementation of verbal and cogitative process that in turn, allows including non-verbal associative links in the mind of the person. "New meanings" are the result of the complex, coherent, mutually strengthening functioning of the speech components and foregrounding the system associative links in the mind of the person and in the relevant verbal structures. The survey proves that the property of functional nonlinearity is always implemented in real-life communication of interlocutors. This property needs to be used consciously to increase efficiency of rhetorical influence and harmonization of interaction between interlocutors, especially in international communication. Finally, during the course of effective communication training in any professional sphere it is necessary to consider that understanding of functional nonlinearity of a discourse contributes to the development of skills in forming rhetoric impact directed to creation of the required communicative effect on the interlocutor.

Keywords: English business discourse, nonlinearity, functional linguistics, business communication rhetoric.

EFFECTS OF ENGLISH-MEDIUM OF INSTRUCTION ON DEVELOPING EXECUTIVE FUNCTIONS OF STUDENTS

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The process of globalization made countries undergo the process of implementing educational programmes in English in order to increase their competitive advantage. The Russian Federation is not an exception. English as Medium of Instruction is one of the instruments that can help to acquire English in different professional fields and nurture the work force that can promote Russian science, education the international market. Moreover, EMI is effective for fostering executive functions, specifically cognitive skills. This paper is devoted to the research of EMI influence on student's executive functions. The hypothesis of the experiment states that EMI is beneficial for advancing inhibitory control and working memory of students. We designed two modules for teaching Economics and Information Technologies in English which we are implementing in two university groups. To see the results of the study students are to take pre-tests and post-tests on the level of English proficiency, inhibition, mental flexibility, verbal fluency and working memory. At the end of the experiment we will use a statistical analysis to process the results to find out if the hypothesis of the study is true or false.

Keywords: English as Medium of Instruction, bilingual education, executive functions, higher education

COGNITIVE MECHANISMS OF TEACHING NEW ENGLISH LEXICON: CREATIVITY VS. CONVENTIONALITY

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In the present paper we try to explore the interaction between creativity and conventionality in the teaching of new meanings in English. We build on the interrelation between language use with the cognitive and linguistic structures. We draw on the analysis of how novel/creative individual pragmatic inferences are developing into a new meaning of lexeme [2].

We argue that the new meaning of a word originates from the creative non-typical novel use of a traditional word in a non-typical linguistic environment. We also argue that creativity is based on confrontation, deviation and novel combination of existing mental representations. Human creativity requires the combination of previously unconnected mental representations, constituted by patterns of neural activity. Creative thinking is a matter of combining neural patterns into ones that are both novel and useful [1].

We hold that the opposition 'conventionality vs creativity' is based on two concepts: analogy and deviation. We prove it is not every analogy that is conventional and it is not every deviation that is creative. Most of the semantic innovations specifically metaphors are based on analogical principle. It involves conceptualising one element of a conceptual structure in terms of an element of another conceptual structure. On the other hand, metaphor can be viewed as contradiction. The source of metaphor is an intended error in the taxonomy of objects.

We argue that when any new meaning is formed we deal with three types of deviation: semantic ("sign – referent" relation), pragmatic ("sign – user" relation) and cognitive (relations between conceptual structures of original and new meanings). The first step in the development of a new meaning is the deviation in "sign – user" relation. The speaker as if invites the hearer to infer the new nuances of meaning. The hearer makes a cognitive effort to infer the new shades of meaning, which the word develops due to the unusual use. The individual pragmatic inference in the course of time becomes salient in the speaking community, it is shared and adapted by more than one speaker and becomes conventionalised. And at a later stage generalized pragmatic inference is semanticized into a new coded meaning of a word [2].

Keywords: deviation, conventionality, creativity, metaphors, inference

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COGNITIVE RESEARCH AND PRACTICE IN ESP CLASSROOM ON A TERTIARY LEVEL

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A cognitive theory of second language acquisition seeks to spell out the psychological mechanism underlying comprehension and production as well as the means by which that competence develops in the mind of the learner.

Cognition refers to mental activity including thinking, remembering, learning and using language. When teachers apply a cognitive approach in their classrooms they have their students focus on the understanding of information and concepts. If students are able to understand the connections between concepts, break down information and rebuild with logical connections, then maintenance and retention of material increase.

The purpose of this paper is to share the outcome of the research and practice of teaching English for Specific Purposes (ESP) on a tertiary level in the framework of cognitive theory. First, I give a short literature review of Russian and international publications on cognitive approach in teaching ESL. Second, I discuss the importance and the ways of making the learning/teaching material and the tasks we offer the students, meaningful for the latter. Cognitive approach to teaching/learning process focuses on building critical thinking. This means that at each and every lesson we should provide the students with tasks and activities aimed at fostering the ability to distinguish between factual information and judgment; the ability to distinguish between facts and assumptions and highlight logical links; the ability to detect factual and logic errors; the ability to distinguish between substantive and counterproductive arguments; the ability to distinguish between reasonable and ungrounded estimates and some other important cognitive abilities. Finally, I argue that cognitive approach has a significant positive impact on students' motivation to learn.

The research is based on the analysis of data obtained from two groups of third year business students. Students of Group B, an experimental group, were taught with the use of cognitive strategies. The students of Group A, a control group, were taught with no focus on cognitive strategies. The content was the same in both groups but we observe incomparable better

results in the experimental group, in which the students' cognitive journey through the information and skills that were unfamiliar to them were carefully thought out and planned by the teacher.

At the end of the experiment the students were offered some optional tasks "For advanced students with a taste for knowledge". In the control and the experimental group 18 and 94 per cent of students respectively were willing to do the tasks. The quality of the work performed by the students of Group B was immensely superior too. The paper provides a large number of sample tasks the students of both groups were asked to fulfill as well as sample answers they gave.

Keywords: cognitive theory, teaching ESP, tertiary education, critical thinking

SESSION: Phonological Aspects of Communication

ORATORICAL SKILLS FOR SCIENTISTS: STRATEGIES FOR SUCCESS

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Most people in scientific community dislike public speaking and giving presentations in front of big audiences. As a matter of fact, for research scientists, public speaking is a part and parcel of a job and can affect how successful they are at getting their ideas heard, advancing their career and receiving more funding.

Our poster presentation will deal with the presentation genres that scientists or students of science can encounter in their scientific or university career. These are just a few of various types of public speaking occasions that scientists may come across in the course of their scientific work. The genres that are selected for this poster presentation are likely to be the ones that most science contextualized situations will involve. Below is a list of the said five genres:

- 1) self-presentation;
- 2) giving an introduction to your colleague in science at a conference;
- 3) an elevator pitch;
- 4) a small talk;
- 5) a stand presentation.

In our poster, we will regard each of these public speaking genres in accordance with the following algorithm:

- 1) We will stipulate the place and the value of each of the above presentation types in a scientific environment.
- 2) We will describe in some detail the specificities of each of the above public speaking situations in the context of scientific conferences, or other events involving research scientists to present or speak about their research work.
- 3) We will provide recommendations on the best possible strategies on how to organize the structure of each on the presented genres.
- 4) We will also provide some general and specific advice on how to prepare for any public speaking occasion in terms of emotional, psychological, oratorical and organizational level of preparedness.
- 5) We will suggest some ideas for strategies as to how to be ready for public speaking events before the event has started on a physical level, in other words we will present some

effective voice coaching exercises to train the voice to oratorical eloquence and best performance level.

Public speaking is an intrinsic part of the life of any research scientist. It is also increasingly a part of the life of an undergraduate student; more so of a graduate and a post graduate one. There is a great deal of fear and confusion involved on the occasions when young or beginning researchers and sometimes very experienced scientists first start to advocate their work in public arena. The best way to deal with the need to speak publicly is to embrace it, realize how it will help you and your audience, and enjoy the conversation that it sparks.

Our poster presentation is intended to help every beginning or experienced scientist to be guided in the challenging sphere of public speaking and is aiming at helping to improve, perfect and develop oratorical skills and strategies that every scientist with the need to speak publically may find useful.

Keywords: presentation, skills, public speech

CONTENT AND LANGUAGE INTEGRATION: FOCUS ON SPEAKING

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Nowadays the leading assessment criteria of 100 top universities list is the level of university internalization, students' academic mobility and educational programs provided in English. In the past decades English as a medium of instruction has seen a surge in uptake in Russia, especially in higher education, offering various forms of bilingual education. Following the trend of internalization, Kazan Federal University offers a number of study courses with English being a medium of instruction and a medium of learning and cognitive activity. In this particular case, students obtain an extra-linguistic object of cognition; their cognitive activities are accompanied by communication; content and a foreign language are acquired simultaneously [1-2].

The following instructional strategies should be used in teaching subject through a foreign language [3-4]:

- using cognitively demanding and motivating authentic materials and resources;
- productive usage of a foreign language and intensive interaction between students and teachers;
- active scaffolding aimed at reducing students' cognitive and linguistic load;
- integrating cultural component into content teaching;

- developing students' higher order thinking skills (evaluating, analysing, justifying, reasoning, explaining) when acquiring a foreign language.

In order to implement the above mentioned strategies, the authors consider introducing various interactive activities. It is interesting to note that especially motivating are various discussions (debates, brainstorming, etc.) and role-plays.

We consider discussion to be a meaningful and structured communication between group members that is aimed at constructing and verbalizing participants' opinions, sharing them through productive foreign language usage, etc.

The article describes the procedure of introducing "Balloon debate" and "Role-play" in teaching IT through English [5-6].

Balloon debate: the teacher chooses several well-known people related to the subject taught. The class is divided into groups of 3-4. Each group is given 10 minutes to prepare a 2-minute presentation which will persuade the rest of the class why they should remain in the balloon. Each group represents one person in the balloon, considering the qualities of each person and then vote for one to be removed from the balloon as being "least essential".

Role-play: the teacher introduce learners the vacancy for the job (the designer of a new school website). The teacher and students brainstorm the most important personal qualities needed for the job. Students are given an authentic sample CV and a letter of application. They discuss which questions an interview panel might ask and prepare sample answers. 2-3 students act as an interview panel that interviews each group. Finally, the class and the teacher decides who is the best candidate and why.

Both teachers and students faced a number of challenges when introducing the above mentioned activities:

1. dealing with new subject and academic vocabulary;
2. using English spontaneously for any length of time;
3. scaffolding: choosing and simplifying authentic materials for the linguistic needs of the learners;
4. assessing group work, assessing content and language separately or together, etc.

As a result, students effectively communicate through a foreign language developing higher order thinking skills like creative thinking, evaluating, justifying, reasoning, explaining, etc. The teacher gives them authentic materials providing scaffolding if needed.

Keywords: teaching subjects through English, instructional strategies, interactive activities, fostering HOTS, scaffolding.

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PROSODIC CUES OF SPEAKERS' ATTUNEMENT IN NATURAL ENGLISH CONVERSATION

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This research takes place within the framework of conversation analysis (CA) and interactional linguistics [2] and is mainly concerned with the prosody of naturally occurring conversation. The author explores the ways in which participants in everyday speech use and interpret the 'musical' aspects of language that is pitch movement and timing behavior.

Prosody is viewed as an integral part of human interaction that significantly contributes to conversational meaning, or, more accurately, to collaboratively accomplished conversational actions. Being integral to all aspects of spontaneous spoken interaction, prosody

covers interactionally relevant, suprasegmental aspects of talk, such as pitch, loudness, tempo and voice quality.

This study argues that participants in spontaneous talk (turn-holder and recipient) orient to prosodic patterns as relevant cues for managing communicative roles (active and passive) during an ongoing conversation (turn-taking). Consequently, participants are continuously involved in designing their communicative contributions in accordance to their turn (turn initiation, turn continuation, turn completion) and interpreting their interlocutor's prosodic signals.

In order to investigate the organization and the prosody of spontaneous talk, recordings and transcripts of real-life conversations are used in the study. The findings demonstrate that female talkers employ sequent and parallel models of conversing that are accompanied by an almost absolute absence of pauses at phrasal boundaries. Prosodic cues of 'recipency' (designing one's interactional behaviour as that of a non-turn holder [2]), allow female talkers to use overlaps and back-channels in conversation without interrupting the speaking participant. Overlaps, that are understood in the study as speech stretches in which one interlocutor engages in the conversation at a time when the other is finishing the utterance, perform a regulatory function in female spontaneous spoken interaction signaling moments of turn-taking in conversation. The employment of back-channels is aimed at demonstrating lively involvement of communicators in talk and ensuring natural and smooth flow of conversation. Such verbal behavior seeks to give communicative support to the turn-holder and helps to avoid embarrassing pauses [3].

The results of the research also reveal that turn-taking in female and male conversations is realized through different prosodic markers, as male talkers prefer to signal the moment of turn-taking by the use of pauses and creaky phonation [1], contrary to female speakers who resort to similar melodic contours and tone alignment at participants' phrasal boundaries. Male spontaneous talk also has a more "ordered" arrangement and can be characterized by periodicity in the exchange of turns and their rhythmical and temporal correlation. Male utterances can hardly be characterized by the employment of back-channeling and in certain cases even demonstrate instances of interruption that help to regulate the conversation in a more authoritative way.

Keywords: conversation analysis; prosody; prosodic cue; turn-taking; overlapping; back-channeling

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MODERN METHODS OF TEACHING PHONETICS IN CONDITIONS OF AUDITORY BILINGUALISM

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The present research is devoted to the productive implementation of approaches to teaching English phonetics in conditions of auditory bilingualism. A comparative analysis of Russian and foreign educational and methodological complexes is described. The idea of the report is that modern methods of teaching phonetics should consider not only pronunciation, but also the interconnected skills such as speaking, reading and listening, and thus develop the communicative competence level. The well-known and the most productive idea in the study of the phonetic system of a language is the connection and interdependence of all language levels. Modern approaches of teaching English phonetics and pronunciation are to take into account the fact that the formation of phonetic skills of a bilingual student depends on his/her level of perception and mental interpretation of foreign speech.

In the modern situation of teaching foreign languages when most of learners are bilingual and even multilingual, new methods, connected with modern information technologies are becoming increasingly popular. Such methods of education contribute to the basic aim of teaching, in particular developing communicative competence, as well as realizing some additional purposes: reaching a wider student audience, meeting the needs of students who are unable to attend classes, link students from different social, cultural, economic backgrounds.

The comparative analysis of Russian and English training and methodology complexes showed that the leading and the most popular approach in English complexes is acoustic, while in Russian traditional complexes articulatory methods are still quite frequent.

Keywords: Phonetics, communicative competence, bilingualism, auditory (artificial) bilingualism, methodological complexes

THE ROLE OF INTONATION AND NON-VERBAL MEANS IN COGNITIVE PROCESSES

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As is known, cognitive linguistics regards language as part of human cognitive system in general. Language objectifies processes of conceptualization and categorization of reality reflecting complex mental activity of man.

The aim of the present study is to demonstrate that human cognitive processes are displayed not only by the language but also by non-verbal means of communication including facial expressions, gestures, body and head movements, postures, and proxemic patterns.

Gestures, alongside with lexis, are characterized by stylistic variation. Solemn movements, for example, are typical of certain formal situations. But like words, they may be used in everyday speech conveying irony. The majority of gestures are used spontaneously, on a subconscious level. However, use of stylistically low body language is immediately recognized by people, thus reflecting their cognitive evaluating activity.

In the same way as lexis, non-verbal means can vary according to age, gender, professional and social affiliation. Cross-cultural differences in meaning and use of gestures demonstrate national mentality.

Each historical period of mankind, like the Antiquity, the Middle Ages, the Renaissance, and others was characterized by a certain concept of reality, mirrored not only in language but in non-verboosity as well. History of development of theatrical art contains impressive examples of such reflection. Actors' intonation and gestures, forming an inseparable unity, changed through history expressing a certain system of world cognition at each particular period of time.

In our experiment based on American and British academic discourse, carried out with the help of such computer programmes as VLC, Praat, Freemake Video Converter, we set an aim of studying 1) correlation between the meaning of the word, its intonation and gesture; 2) the role of lecturer's posture and his movements during a lecture.

The data obtained demonstrates that not only does the gesture correlate with the meaning of the word but it also creates its visual image, modeling movements conveyed in its meaning, both: those lying on the surface and more abstract. Words emphasized by gestures are always prominent prosodically. Besides, general direction of gesture movement coincides with the pitch movement of the word. Falling, rising and level gesture vectors correlate with falling, rising and level pitch movement. Thus, the word, its intonation and gesture form an inseparable, complex speech unit, reflecting cognitive processes of the speaker during communication.

Lecturers are apt to change their posture and position in the classroom in accordance with a cognitive aim. Thus, changing the subject, deviating from the main topic, or giving an example are always accompanied either by the shift in posture, or by the change in lecturers' position.

Non-verbal patterns of behaviour such as swaying the body, putting hands into pockets, or twisting legs, do not meet the accepted aesthetic requirements to academic discourse. However, using them, some lecturers spontaneously structuralize their speech, signaling certain cognitive changes, like beginning a new topic, discussing contrasts, comparing objects, etc.

Keywords: intonation; non-verbal means of communication; gesture; posture; cognitive processes; academic discourse

SESSION: **Language Competence Building: Practice Cases**

TRANSLATED SUBTITLES LANGUAGE LEARNING METHOD EFFECTIVENESS: THE RESULTS OF AN 11 WEEK STUDY

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TSLL Method is a new way of teaching languages that makes use of opportunities available with the development of modern technology. It changes the process of learning and teaching on a fundamental level and at the same time can be organically implemented in the existing learning programs. TSLL Method relies on conveying information through 4 ways of perception at the same time (audial-spoken in L2, visual-written in L2, visual-written in L1, visual-images reflecting meaning), strengthening memorization through associations, effortless and enjoyable repetition and strong positive emotions. It uses special video files with L2 (target language) texts translated into L1 (learner's language) texts in a very specific way and presented on screen at the same time, carefully synchronized with the same spoken L2 text, with perception of parallel texts being reinforced by visual presentation of events. TSLL Method is described in more detail in [1].

The experiment was conducted in spring semesters of 2017 and 2018 with the 1st year students of MSU. Over the course of 3 months eight (in 2017) and nine (in 2018) 40-minute TSLL classes were integrated into students' current program with 2 tests, before and after respectively. Teaching materials were based on a situational comedy show. The experiment showed consistent statistically significant cognitive improvement in areas of phonetics, listening comprehension, spelling and translation. Also we observed a very high level of student engagement (80 to 100%) and a very positive emotional reaction from most through both years.

We believe that, based on the results, this method can be recommended for higher and secondary education. Creating teaching TSLL materials is relatively easy and can be easily taught. It does not require any advanced technical skills or special qualification. TSLL teaching does not require very high teacher qualification which makes it possible to use it even in remote places without reliable access to highly qualified professionals.

One of the foundations of TSLL method is relation between positive emotions, achievement and learning success. It brings the principle of "education driven by interest" postulated in new Russian educational standards to life. The method itself is the implementation of results of cognitive research into an educational technology. New TSLL method improves students' motivation and overall results significantly, connecting together different educational techniques, allowing students

to master the language as a whole and helping them to build new bridges of understanding with people in our increasingly connected world.

Keywords: TSLL method; language learning; learning strategies; L1+L2 subtitles.

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STUDENTS' L2 AWARENESS AND IDENTITY: A QUESTION OF FORMATION AND L1 IMPACT

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The language a person speaks affects the way they think and interpret the world around them, and vice versa, claims the Whorfian theory of linguistic relativity. This led to the ideas of language awareness in its broad linguistic meaning, and of a speaker of a language as a linguistic persona able to demonstrate this awareness and language identity in communication. The more languages a speaker possesses and uses, the more versatile their linguistic persona is [1, 4]. While this may be true, John H. McWhorter claims the controversial idea of speakers of different languages being united in their way of thinking and interpreting while communicating, questioning the effect of a language on thought [3].

Much research has been done concerning L1 or mother tongue in this field, e.g. a study by Prof. E.V. Vaganova done in 2000s, resulted in a thesis. She surveyed 1st and 4th year students majoring in Sciences or Languages aiming to define students' L1 awareness and its peculiarities that may influence building of a cross-cultural dialogue. To reach the aims the researcher applied a wide variety of methods such as surveys, interviews, corporate text analysis, and psycholinguistic experiments. The results could be summarized as students' major affects their linguistic world-image, L1 awareness and language use [5].

However, L2 or further languages, acquired by a speaker, have not been so widely examined yet. Following Prof. Vaganova L1 experiments, we carried out a similar one at MISIS. The focus group consisted of sixty 1st year students majoring in Languages who got the task to write their answers to the following questions: *Why have I entered Linguistics department? What do I see myself in 5 years?* We allocated approximately 20 minutes of class time to fulfill it and the

participants had free choice of format, pen colour, paper, layout, etc. while writing. The target language was English (students' L2 at MISIS) and the level of L2 was estimated as B1+/B2.

There are some conclusions to be drawn based on the responses. Even though the students have been learning L2 up to ten years now, their second linguistic personas have not taken the final form yet, almost reaching the second stage or logic-cognitive level according to Karaulov's linguistic persona classification [2]. Vocabulary appears more general and simplistic at times, with ESP or EAP features occasionally used. Text organization is generally L1 dependent, clichés are widely used, and registers are often mixed. Most students demonstrate L1 and L2 interference at all L2 levels. Some students demonstrate good L2 coherence and cohesion skills, and vocabulary range.

Students' views of future career paths are quite naive and too common, while some claim to be rather ambitious. Most respondents expect to use L2 (and L3 as well) at work or/and in daily life. Still they do not identify themselves as bilingual.

The outcomes expected to reach implementing this knowledge can include professional L2 awareness increase, improvement in intercultural communication, and positive effect on learning process, which appears beneficial for all members of the latter. Another positive feature is applicability for various majors.

The results and outcomes of the experiment suggest some questions for further discussion and research finding to what extent do we as professionals (teachers, interpreters, researchers, etc.) experience this L2 effect on our personas at work, whether we share similar features in private communication and which of these – GE/ESP/EAP/EMI - may have the most impact or whether they are equally effective.

Keywords: language awareness, linguistic persona, language identity, L1, L2

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TAKING ACADEMIC IELTS EXAM AS A MEANS OF RAISING PROFICIENCY IN ENGLISH AND INCREASING COMPETITIVENESS ON LABOR MARKET

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IELTS (International English Language Testing System) exam is a complex testing of one's verbal skills of the English language knowledge. While this popular exam is a wonderful opportunity to get education or work abroad, it can also give certain advantages for those who do not plan this. IELTS provides an objective and comprehensive assessment of a person's English language level, simultaneously contributing to a considerable rise of the latter. Assessing all verbal skills of a person (speaking, reading, listening, writing), this exam undoubtedly develops all above-mentioned skills. Of particular importance is a speaking section, which reveals a clear picture of one's ability to speak English fluently and coherently. The exam is to provide true feedback in this respect, assessing the accuracy and range of grammar used as well as lexical resources of the speech produced.

In addition to the adequate assessment of speaking, writing skills are also evaluated, with writing usually getting the least focus throughout the language learning process. In the course of exam preparation, various writing skills are successfully developed.

Another reason for Russian learners of English to take this exam is that more and more companies and educational institutions in Russia require and accept IELTS results, regarding them as a clear reflection of one's proficiency in English. Also, while composing a job resume, when it comes to the level of foreign language knowledge, certain textual discrepancies often emerge and in most cases an employer has to check the candidate's English. However, if IELTS results are attached to the resume, there is no need to do this, and the employer has a clear understanding of the candidate's English language level.

Finally, taking IELTS exam may become an important goal for a learner. Achieving this goal will definitely raise his or her motivation and self-efficacy and also raise one's competitiveness on the Russian labor market.

Keywords: IELTS, exam, test, proficiency

EDUCATIONAL TECHNOLOGY IN BLENDED LEARNING FOR GENERAL ENGLISH COURSE IN SOUTH URAL STATE UNIVERSITY

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Data exchange in the industry 4.0 becomes a crucial mover for all the processes, ideas, trends and breakthroughs in any professional sphere. This fact has two main implications: education is at stake, and higher education must change in the most effective way to ensure professional success of the graduates; English as a vocational and scientific *lingua franca* should constitute an academic environment even in non-English speaking countries.

The current paper deals with the issues of blended learning and development of its online component. The objective of the research is to prove the positive influence of blended learning technology on educational outcomes in general English classes for non-linguistics students, B2+ CEFR in the era of industry 4.0. The methods used included the analysis of the references provided and the experiment with two groups of students having traditional and blended learning classes. The results of the experiment were assessed via 1) IELTS-type test, 2) Moodle statistics, 3) students' in-class participation, 4) overall teachers' feedback, and 5) the survey showing students' feedback.

The research conducted by the authors demonstrates that blended learning not only improved students' reading skills, enlarged their vocabulary, and enhanced their grammar ability compared with the traditional classes without online management system support, but also blended learning optimized classroom practice, reduced teacher preparation time, and stimulated students' effort.

Keywords: blended learning; General English; non-linguistics majors; B2+ CEFR; industry 4.0

SESSION: **Content and Language Integrated Learning**

TEACHING "PHILOLOGY IN THE SYSTEM OF MODERN HUMANITIES" FOR FOREIGN MASTER'S STUDENTS

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The aim of the article is to give a course outline for master's students at South Ural State University. "Philology in the System of Modern Humanities" is one of the most important subjects in the Master's program "Philology (Theory and Practice of English)" taught in English at SUSU.

The course program covers the historical aspects of philology and its relations to modern humanities, such as sociology, psychology, anthropology, etc. The scope of philology is considered in comparison with that of linguistics. Methods of flipped learning in the course are illustrated by particular tasks.

The article also describes the use of research articles from the modern top-rated journals in acquiring critical reading skills for the master's students in Philology. The role of the "Philology in the System of Modern Humanities" course in the structure of the master's program is identified.

The paper states that linguistic awareness is of highest importance for foreign students and it influences their ability to understand specified linguistic terminology.

The article proves that participating in scientific events devoted to philological issues is an integral part of the teaching process.

The results of the author's two-year experience in teaching the above-mentioned course are described in the article.

Keywords: Philology, Linguistics, master's program, teaching foreign students

EMI AT A RUSSIAN UNIVERSITY: CONTENT LECTURERS' PROFILE AND PRACTICES. SURVEY RESULTS ANALYSIS

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Various aspects of the use of English as a medium of instruction (EMI) in tertiary education have attracted researchers' attention for more than two decades. There are studies focusing on the process and effects of EMI policy implementation in various countries of Europe, Asia, Africa

[1, 3, 4]; the study conducted with the support of the British Council by the EMI Oxford group presents information collected in 55 countries, ranging from those in Latin America to the former Soviet Union republics [2]. Researchers have explored institutional policies regarding EMI, methodological issues involved, challenges faced by teachers and learners. For Russia this is a fairly new topic, however gaining in importance with the launch in 2017 of the federal project "Developing the export potential of the Russian system of education" aimed at increasing the number of international students in Russian universities (RF Ministry of Education and Science priority project).

St. Petersburg State University (SPbU), where this study was conducted, offers 12 master's degree programmes taught in English. Apart from that, about 150 specialist content courses are offered every year to students on bachelor degree programmes. The aim of the study was to explore professional characteristics, common practices and the perceived needs of the professors who use EMI in teaching their subjects. The target group consisted of 72 lecturers (excluding English language teachers) who had taught their courses in English at least once. The method used was a 12-item online questionnaire including open, multiple-choice and ranking questions. Apart from questions intended to construct the profile of an EMI lecturer, there were items focusing on their reasons for their teaching in English, and challenges they faced. The survey was conducted and its results processed with the help of specialists from SPbU's Centre for Sociological and Internet Research.

Questions related to the lecturers' age, EMI experience, and English language proficiency enabled us to collect the following data: about one third of the respondents were between 26 and 35 years old, 54.1% being under 45; about 60% of them had taught a single course in English for only one or two years; the majority of the respondents had finished an English language course, receiving a certificate (54.2%), 12.5% had studied abroad. Apart from teaching in English, these lecturers use the language to write articles for international journals (90.3%) and present at conferences (86.1%). In answer to the question why they chose to use EMI, 72.5% of the respondents indicated that it had been their chair/faculty administration decision, only 5.8% mentioning the presence of international students in their groups. The greatest difficulty they encounter, as indicated by 42% of the lecturers, is their students' insufficient level of English proficiency, 30.4% felt the need for using a different pedagogical approach when teaching through EMI. The main conclusion that can be made based on the collected information is that the EMI policy in SPbU tends to be implemented in a top-down fashion in pursuit of the quantity, with little thought given to the quality of the outcomes.

Keywords: EMI lecturers' profile, university policy, perceived needs, online survey

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SCAFFOLDING RESEARCH AND REFLECTION IN ENGLISH FOR DIFFERENT PROFICIENCY LEVELS

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The inquiry-based approach to teaching is quickly becoming industry standard in the field of education. The cornerstone of this approach rests firmly on the interconnected concepts of research and reflection: students and teachers inquire into the Who, What, When, Where, How and Why of the topic at hand, all the while reflecting on the quality of their analysis, the reliability of their sources, and the strengths and weaknesses of their methods and approach.

When done right, research and reflection is far from an easy undertaking. So how do we teach our students to do it properly? What's more, how do we teach them to do it in a language that isn't their own? Where do we begin?

Andrew Johnson will discuss and illustrate the methods and approaches he and his colleagues use to get students thinking about real structured inquiry and reflection.

Keywords: scaffolding, research, inquiry

SESSION: **Course Design**

DESIGNING AN ESP COURSE FOR MASTER DEGREE STUDENTS IN THE FIELD OF BIOLOGY

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An approach to designing a targeted ESP course is discussed based on the authors' practical experience of material development and teaching biology students in Siberian Federal University. The need for developing a course from scratch was related to the following teaching/learning requirements and conditions:

- On completing the course students are expected to be able to communicate in their professional field.
- Students are enrolled in small groups, each specializing in a narrow scientific area.
- All academic groups are mixed ability (from A1 to C1 level).
- Students have different experience of reading science texts and often lack clear understanding of the scientific method as the basic concept of modern research.
- The course is one semester long (72 hours) which does not leave enough room for mastering language skills.

To create safer learning environments we rearrange the overall stream of students into study groups based on their level of English: group A (level B1 and above); group B (level A2); group C (below A2). To meet students' individual professional needs we assign the tasks for independent reading (scientific papers in the field of interest) and facilitate dealing with them, especially at lower levels. This way we can work with common content that is focused on the concept of the scientific method and the sequence of its stages in class. For classroom materials, we use a variety of extracts from scientific articles in a more general field. Reading activities are aimed at developing students' ability to identify background information, recent observations/ findings, research questions, hypotheses etc. in the text, and improving their understanding of the article structure. Still more work is done on developing students' presentation skills. Language work is related to the context of the sources used to enable students to communicate the content of the reading they have done. As the final activity of the course, students make a presentation of the article they have read in the established format revealing the general logic of the research. Depending on the language level of the group it can be complete or reduced to presenting the research plan only. The use of the language is also assessed differentially. This approach enables us

to manage teaching a professionally varied and mixed ability stream of students to develop their language skills and enhance the understanding of science.

Keywords: ESP course, master degree, the scientific method, research, mixed ability groups

TOWARDS INTERNATIONALIZATION OF ESP CURRICULUM

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Internationalization of the curriculum (further on – IoC), also called Internationalization at Home or Comprehensive Internationalization, defines the idea of qualitative change in the practices of building graduates' skills, global competencies and program/course/module outcomes in terms of incorporating intercultural and international dimension into four main academic domains: 1. Content. 2. Teaching and students' learning activities. 3. Assessment. 4. Delivery. IOC is focused on the needs in global competencies of the majority of domestic students (approximately 90% of all students in every University) who study at home and will never use the option of academic mobility programs not excluding international students whose essentials academic internationalization is usually associated with. Researching into the area of IoC at individual universities typically starts when facing the problem of prescribing norms in this sphere. Having described the main notions "cultural diversity", "intercultural" or "global" skills, competence, however, the research lacks practice of how all these more or less new notions should effectively work and what it all really changes in the educational process. Having accepted the fact of importance of IoC as a prospective but still underestimated trend even in such closely related sphere as ESP, the researchers postulate that the concept itself is hardly understood unanimously by academic staff. In fact, Universities lack properly prepared academic staff with deep understanding "why?", "what?" "how?" and "have it worked?". That is why the objective of the research was to investigate and describe the most efficient ways of putting internationalized curriculum into practice in four main domains (content, teaching and students' learning activities, assessment and delivery) in Universities in the world. The research contributes to the methodological framework of efficient implementation, assessing and monitoring the global learning outcomes and it has a tremendous impact on the professional development of ESP academic staff, resulting in prepared and managed systematic changes in the curriculum. The study focuses on the analysis and discussion of tools for assessing and monitoring international components infused in the content, teaching and learning activities, assessment in courses and how it affects the quality of global learning outcomes formulated in the course and the

program. The research contributes to reinventing the significance of an international component in the curriculum/program/course/module.

Keywords: internationalization of the curriculum, academic aspect of internationalization, ESP, IOC in action, effective practices in IOC

WAYS OF ADAPTING TO NEW REALITIES: NEW SKILLS FOR NEW GRADUATES

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Current professional reality is creating new demands and challenges for Universities as well as University graduates. The demand for the young and capable is ever growing in the global job market, and Russia in particular. According to various surveys, every other graduate of a well-ranked University wants to work for an international company for a number of reasons: foreign companies offer competitive packages, transparent career prospects, opportunity to travel and work abroad.

However, only half of companies are satisfied with the education quality of the new generation of graduates. Today employers and businesses want to hire 'ready-made' professionals without having to spend time or money on coaching or induction. It appears that University graduates lack in most of the required skills. Based on the surveys conducted by HR experts, graduates mostly lack in communication skills, writing/correspondence skills, presentation skills, language skills, or what is often referred to as soft skills, in general.

Traditionally, Universities as part of Higher Education system were expected to provide students with the knowledge and the so-called basis in respective sciences and study areas. Obtaining a degree was supposed to be just enough to guarantee a job in the future. The practical application of the education or expertise received was of secondary importance. The situation is changing now, however, according to some recent data, only half of our graduates are satisfied with the quality of their University education. The fact that 77% of graduates are working in the areas not related to the specialization/degree they obtained in the Universities may seem scary but it proves the point.

How do we bridge the gap between the fundamental school or theoretical education, which is undoubtedly an essential component of comprehensive education, and the practical skills and knowledge application in the modern Universities?

It is crucial that the Universities address the issue openly and boldly and start adapting and changing. Apart from the core subjects and sciences, there should be a way to teach and train such basic business survival skills as time-management, independent learning, project and presentation skills, stress-management, etc. Otherwise, our graduates may not be prepared and equipped enough to fulfill their academic potential in the global market.

The aim of the trial is to measure the existing demand, appraise the motivation level and assess ways to increase the performance rate in the English language course. We will be introducing free-of-charge & flexible components outside the core curriculum during the semester. The flexible components will represent a selection of the modules which are regarded to be of high demand in the job market and will include the following: effective presentation skills, business communication, and special English for sciences. There will be no formal requirements for sign-ins, no attendance records. However, those students who would like to get a course certificate, will have to meet a number of academic requirements, including final paper. The modules will be available to the University students during the trial periods Nov-Dec, and Feb-March.

Keywords: skills, business, professional, global skills, new education, graduates

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ESAP CURRICULUM AT NEW ECONOMIC SCHOOL IN FUTURE PERFECT

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This year the current ESAP Bachelor and Master Degree curricula at New Economic School in Moscow will have gone a 6-year route of various revisions and adjustments to fit in the EMI environment at NES. After opening the NES-HSE joint Bachelor Degree program designed in the Liberal Arts key, the English Master curriculum underwent a categorical revision. The current ELT curriculum is a blend of EAP, ESP and humanities courses which foster the enhancement of all major language skills with emphases on writing and speaking. Besides language skills, critical thinking and intercultural awareness are regarded as the two crucial competences to be developed across all the programs. While acknowledging critical differences between graduate and

undergraduate studies in terms of learning goals, content and organization, M.A. and B.A. English instructors alike strive to embrace a common teaching philosophy and adhere to similar learning outcomes across three levels of English proficiency.

In the talk, we will give an overview of the development of the English curriculum at NES, discuss essential factors that have impacted its improvement during 6 years, and examine the role of language and administrative support. We will also address specific implications for ELT curricular designers, teachers, and administrators who aim to achieve international standards of excellence in teaching in an EMI context.

Keywords: curriculum, joint programme, standard

ENGLISH FOR RESEARCH PURPOSES: PILOTING A BLENDED LEARNING COURSE FOR DOCTORAL STUDENTS

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The demand for creative researchers able to adapt to the changing world and think out of the box puts forward the question of education technologies used to prepare such specialists. The paper describes the rationale and content of the doctoral program course "English for Research Purposes" delivered using flipped classroom approach. The course was piloted in September-May, 2017/2018 academic year with 197 doctoral students participating. Both quantitative and qualitative evaluation of the flipped classroom was made. Direct education outcomes (students' scores at the end of the course and attendance rates) and indirect education outcomes (students' attitudes, perceptions, and feelings towards the course; students' empowerment and development in the course) were measured using analysis of variance (ANOVA) with repeated measures and Likert Scale surveys. The results showed that a general increase in students' ratings of the effectiveness of the flipped classroom elements was observed during the course, the students' scores increased 11,3% in comparison with the results of the 2016/2017 academic year where a traditional approach was used.

Keywords: Education 4.0, technology, flipped classroom, doctoral students, study modules, language learning

SESSION: **Academic Writing**

USING RUBE GOLDBERG MACHINES TO TEACH WRITING FOR IELTS

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A Rube Goldberg machine is a contraption which is purposely designed to complete a simple task in the most complex and ridiculous way possible. Analysis of these comical inventions can help students practise writing about a process for the IELTS exam in a fun, communicative way! They can even design their own! This exercise gives students the opportunity to learn and practise various verbs to describe movement as well as create a sequential process narrative from beginning to end.

EFFECTIVE STRATEGIES TO IMPROVE WRITING SKILLS AMONG ESL/EFL RUSSIAN LEARNERS

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Academic writing is considered to be the most challenging and difficult skill in terms of English as a Second Language. This study critically explores the obstacles in academic writing faced by students and teachers alike at Tomsk Polytechnic University, Russia. To investigate, a comprehensive questionnaire has been floated among professional teachers to get their expert opinions in order to identify some problems and form effective remedial strategies eventually. The authors claim that the Russian learners have poor learning background in writing skills due to the lack of balanced syllabus and teaching technologies. Most of the Russian learners do not know how to initiate their composition.

The students were taught writing via the e- courses on General English based on the LMS Moodle, which has high didactic potential for written skills development. To facilitate students' written skills teachers used such tools of LMS Moodle as Forum, Chat, Exercise, Wiki and Workshop providing alternative way to learn and establishing an environment to develop written skills. Another effective learning tool of LMS Moodle which may contribute to the improvement of written skill is Workshop based on a peer review method. Reviewing essays students followed the criteria developed by a teacher to evaluate text organization, coherence and cohesion, a range of lexical and grammatical structures, accuracy and punctuation. The 'Workshop' tool of LMS Moodle

encouraged students to take responsibility for their writing, reviewing creating favorable environment of learning process. Through our work in the university's General English and English for Academic Purposes programmes for non-native speakers of English, we have come to the conclusion that we should help students to write in an "authentic" way and the way, which met the demands of the university. We also researched how new technologies (such as e-learning, MOODLE and etc.) could be harnessed to motivate students to revise their writing through collaborative learning and peer review.

This paper will prove to be an academic contribution to improve the writing skills among ESL/EFL Russian learners in general and students of Tomsk Polytechnic University in particular. Presented analysis should also be of interest to researchers in other countries in which the field of Academic Writing is emerging.

Keywords: higher technical education, English as a Second Language, academic writing, writing skills, LMS Moodle, peer reviewing

FROM READING TO WRITING SKILLS CONSISTENCY

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Teaching standard reading skills (scanning, skimming, summarizing), though being successful, still sometimes remains dissociated with skills received during other language learning practices. Due to various reasons students read a set of texts for reading and pass to producing own texts on the same topic at best. At the same time the opportunities, suggested by one and the same text for reading and writing are explored not to the full.

The current situation requires a deeper text understanding in two levels: the level of its organization (logical construction) and the level of meaning (content plan). The already existing method of Close Reading usually is restricted to studies of fiction, while it can be effectively used for the informational, educational, and research purposes as well. As a result, students are to not just read and understand the text but also reproduce it in spoken and written form in the required context (reproduction, overview summary, analytical and critical reviews).

The discussed approach involves a pronounced understanding of the text's general theme (topic), the question(s) set by the author (problem) and a supposed solution (idea); each of which is inherently an integral part of authorial intention of the text. These elements of understanding are reflected in textual organization, which has a 3D model, answering basic questions of "what/who", "where" and "when", referring to detailed substantial objective circumstances of the content plan.

Understanding the details of "what" and "how" (structured meaning) of the text, students get the basis for own critical thinking developments in written form. Practice shows that the skills of structured meaningful reproduction are underdeveloped even in the first language performance. This means that educators underestimate the necessity of both oral and written text reproduction for sake of critical thinking development. Structured meaning comprehension gives solid grounds for formulating of own opinion on the same topic within the same formal paradigm of reasoning. Analytical reproduction in this case is successively followed by producing own texts on the given basis.

As a result, the continuity and consistency of educational discourse is achieved. Superficially, this kind of text analysis serves for teaching just reproductions, but not creative skills. However, ground-braking ideas are also possible within this continuous framework, as it supposes a reflective approach toward text organization, and thus a certain critical distance for alternative points of view.

Keywords: reading skills, writing skills, teaching, integral education

SESSION: **Workplace English**

APPLYING ELEMENTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN THE PROCESS OF TEACHING ENGLISH AS THE LANGUAGE OF PROFESSION

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Over the recent decades one can observe a growing popularity of a so called Content and Language Integrated Learning approach (further referred to as CLIL). Whenever CLIL is applied, learners acquire the contents of a certain subject and a foreign language simultaneously, with a foreign language being the tool of learning the subject and contributing to developing both linguistic and professional competences.

This concept was developed at the end of the 20th century, comprising a number of other concepts such as ‘language immersion’, ‘bilingual approach’, ‘content based learning’.

Combining foreign language acquisition and mastering a certain subject, CLIL is believed to be more efficient and more appropriate for teaching motivated adults who are familiar with the basics of a foreign language being used for this purpose.

Applying CLIL sets a number of various goals, namely, creating necessary conditions in which learners can achieve certain academic performance, qualitative improvement of language proficiency both in native and foreign languages, developing social and cognitive skills. CLIL helps to prepare learners to work in globalized environment as they acquire more versatile and extensive vocabulary and also increase their confidence of a foreign language knowledge.

Using CLIL for teaching the second year students of MGIMO University, faculty of Applied Economics and Commerce, we give our learners not just simply ‘foreign language knowledge’ but also the skill of applying this knowledge in their professional activities. As a result, the students learn new economic concepts and theoretical notions. With the help of a textbook [1], we achieve the task of consequent development of a wide range of competences, simultaneously increasing the proficiency in English and also providing in-depth knowledge of economics.

Keywords: Content and Language integrated learning, communicative competence, verbal skills, second language acquisition

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DIGITAL NATIVES AS THE NEW GENERATION OF LEARNERS IN ESP

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The emergence of the new generation of 'digital learners' has revealed new methodological challenges for teachers of ESP. The major problem lies in the transformation of traditional student's characteristics on the neurophysiological, cognitive, psychological and social levels.

From the neurophysiological and cognitive perspective this involves the new pattern of information perception and analysis – "mosaic thinking" with a non-linear mode of data reception and a weak ability to comprehend the context and the logical links between the pieces of the acquired information. In addition, the traditional way of memory retention is undergoing a serious deformation in the form of memory catalogization – memorizing the location of the information storage but not the information itself. The new criterion of the effective data processing is the speed of its search (so-called "Google-effect") in contrast to the traditional quality factor as the amount of knowledge possessed by an individual [3]. Hence, the conventional linguo-didactic approach to the cognitive processes in speech production and reception are to be reviewed in the context of these changes. Besides, the problem of the mental fatigue syndrome provoked by the constant immersiveness of digital learners in the information environment via the habit of multitasking and managing several electronic media simultaneously and their disability to rationalise the amount of the acquired information as relevant and non-relevant due to their mosaic thinking mode requires certain changes in re-organising a traditional lesson timing, forms of students' work and home assignment [2].

From the psychological and social perspective the virtual life context provokes the phenomenon of sensory deprivation. This results in a weak ability of digital learners to decode and interpret emotions of the interlocutor in real time communication, especially non-verbal signals. In general, it leads to immaturity of such a skill as empathy, which from the prognosis of foreign economists (Davos, 2016) is to become one of the Top-10 one needs to thrive in the Fourth Industrial Revolution [4]. Thus, a special emphasis should be made of the possibilities to develop the emotional intelligence of digital learners in the context of teaching them cross-cultural communication in a foreign language. It may require reconsideration of the teacher's role and tasks in the studying process as well as put a double focus on the effect of communicative tasks performed during the lesson.

In addition, the psychological phenomenon of personal privacy is being transformed nowadays due to the complex sphere of interpersonal virtual communication where a person stays in touch with a large number of people and remains in a physical solitude at the same time [1]. This

mode of communication engenders introversion and consequent behavioural barriers in real life interaction. Therefore, these fundamental changes should be taken into account in the model of the student-teacher cooperation to adjust the learning environment to the new personal attributes of the digital natives generation.

Keywords: digital learners, mosaic thinking, memory catalogization, mental fatigue syndrome, empathy, personal privacy.

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TESOL TO THE RESCUE: FACILITATING DOMAIN-SPECIFIC VOCABULARY ACQUISITION IN ENGLISH-MEDIATED, HETEROGENEOUS ENGLISH PROFICIENCY UNDERGRADUATE BUSINESS COURSES

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Despite having been a major driving force and delivery vehicle of tertiary education internationalization for over the last decade, the scholarly field of EMI exhibits a lack of consensus on definition and labelling, a dearth and disproportionately produced quality research (Russia being totally omitted from the coverage) and poses a number of questions far exceeding that of answers. Defined as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English',

the term is applied to tertiary higher education and is suggested as an umbrella term for teaching subjects through English in various settings.

Russia's HE system is no stranger to internationalization – driven by the accession to the Bologna process in 2003 and the launch of 5-100 project in 2012, many universities throughout this country have embarked on the path of offering English-mediated courses and even university degrees, and consequently encountered various implementation issues, such as a lack of qualified teachers and insufficient English proficiency of students, an inadequate incentive system, a debate whether a content teacher should also be a language teacher and many more. Albeit Russia is clearly underrepresented in the international EMI scholarly debate, as evidenced by a recent Oxford University study, many universities have introduced English-mediated courses and programs to their curricula and have been implementing them for years, a fact that has been acknowledged by a recent Oxford report. According to the portal 'Study in Russia', this country's leading universities offer 504 full-time English-taught programs at the undergraduate, graduate and post-graduate levels with geographical coverage spanning from Kaliningrad to Vladivostok. It can only be assumed (absent official statistics) that with the inclusion of smaller regional universities the number of EMI courses is in thousands.

Undoubtedly, partaking in an EMI course is fraught with challenges for both a student and a teacher. The former has to grapple with the task of acquiring content knowledge in L2, oftentimes without any prior experience of learning through English. The latter's task is even more onerous – to ensure students' content/subject matter acquisition through L2 in heterogeneous English proficiency context. The author sides with many researchers who suggest that an EMI course design should include 'explicitly stated language learning aims' and provide instructional scaffolding strategies. Over the past 3.5 years the author has been actively engaged in the design and delivery of student-centered, English-mediated, L2 scaffolded business courses in the Russian tertiary setting. In a nutshell, informed by classroom research, this small-scale qualitative study was conducted in an undergraduate setting and purports (1) to narrow down the research gap by documenting the scaffolding strategies which help mitigate heterogeneous English level proficiency of students in an EMI class as well as (2) to shed light on general perceptions of the EMI phenomenon from the students' perspectives.

Keywords: EMI, Russia, heterogeneous English proficiency, TESOL methodology, domain-specific vocabulary acquisition, classroom research

EFFICIENT PRACTICES IN TEACHING ENGLISH AT TECHNICAL UNIVERSITY: ANALYZING EXPERIENCE AND TRENDS

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Developing David Crystal ideas [1] we could agree that English has become "a priority" in foreign language teaching curriculum, moreover, it is obvious that the importance of the English language in academic sphere has significantly increased. It is explained by a variety of reasons: first of all by challenges modern Universities face. Among these we can mention the necessity to communicate with a scientific global community, to publish the results of the research in peer reviewed journals indexed in Scopus and WOS databases, to provide international contacts between universities through students' and academics' mobility programmes, to train highly competitive graduates ready to implement professional communication both in Russian and in English.

Recently university English teachers have been charged with a variety of tasks: teaching translation in a professional sphere and Academic writing to non-linguistic students, educators and researchers; teaching technical translation and Business English to the non -linguistic staff of partner enterprises; proofreading and tutoring. However the majority of English teachers were not ready to face those challenges, as their professional competence was mainly based on teaching General English and methods of teaching as there was not any specialization in teacher training colleges to the graduates. So specialists have to self -study a lot to gain expertise in challenging spheres including recent digitalization of education. All that claimed new skills from English teachers.

The Reshetnev Siberian State University of science and technology has started deficiencies research of the English teachers' challenging needs in early 2000. Since that time a lot of experience has been accumulated. A number of steps were initiated to develop language environment at the University. Grant activity, inviting foreign specialists for conducting ESP training courses, developing several professional and academic writing courses and further creating of Academic Writing Centre were focused. This practice and experience were earlier described in our publication. [2]

Having collected experience we realize that modern trend focus currently lies in the aspect English teaching in contrast with teaching traditional General English or enrichment experiments in GE the bachelor students have obtained during their pre-university training. In a compressed time frame, the university English teachers are forced to concentrate on the students' professional needs prescribed by the Educational standards, although, the standards need to be specified [3]. Their most significant insufficiency is the lack in description of competences for the bachelor and master

students where they do not highlight the volumes of the foreign language material the students need to master for their professional purposes presenting only a foreign language general culture value.

We believe that a foreign language should be described due to professional significance for a graduate; therefore, the competences need to be completed according to its professional application.

Efficient tools to introduce and promote global trends were developed at the University. As a result we shaped the main directions of aspect language work which are topical for the future of teaching English at the University: on-line (blended) teaching, teaching Translation in a professional sphere, teaching Academic writing, proofreading and tutoring.

Keywords: aspect teaching, Academic writing, teaching ESP to academics, proofreading, tutoring

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SESSION: Language Competence Building: Practice Cases

CONCEPT CONTENT OF PRAGMALINGUISTIC COMPETENCE AND ITS ROLE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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The Bologna Declaration and the documents that are related to the Bologna process are aiming to achieve common goals in higher education not only in European Union. At the beginning of the XXI century "competency-based approach" was widely disseminated and now it means not only a new way of teaching and learning, but also a new way of thinking. Due to that fact educators and scientists are still discussing "competence" from different angles and perspectives. Contemporary "competency-based approach" is focused not on transferring of knowledge, but on mastering core competences and on acquiring knowledge through self-education.

It's highly important to develop the ability to speak fluently in a situation of communication with native speakers and make up sentences in accordance with a communicative intention of the speaker and language capacity of the interlocutor; and choose the most effective way of expression thoughts depending on the goals and conditions of communication. All the aforehead allows us to assume that the structure of pragmalinguistic competence should include the following components:

1. Knowledge acquisition (linguistic knowledge and cultural awareness);
2. Functional-pragmatic acquisition (pragmatic elements of communication: communicative strategies and tactics)
3. Discourse acquisition (principles of interaction: quantity maxim, quality maxim, discourse maxim)
4. Functional acquisition (making up utterances for different communicative goals: increasing recognition, giving advice, etc.)
5. Conceptual speech making acquisition (making up utterances in accordance with patterns of communication).

Within the framework of forming pragmalinguistic competence a student should master such skills and abilities as: utterance goal setting, correct usage of communicative strategies and tactics, correct usage of verbal and non-verbal means, determination of pragmatic elements of communication. Whence formed pragmalinguistic competence suggests that the speaker has foreign language communicative and pragmatic skills and is able to use pragmatic elements of communication depending on the communicative situation.

Keywords: competence, pragmalinguistic competence, problem-situational model, pragmatic elements of communication, verbal-communicative skill

HOW TO MEASURE STUDENT'S "PARTICIPATION" IN THE CLASSROOM: DESIGNING A TOOL

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Attendance is a popular criterion for assessing students' performance in educational courses, but often student's presence in a classroom does not mean their participation in learning process, and therefore it is not a guarantee of good performance. The presenter refers to the score-rating system she used to measure student progress: it is noteworthy that some students who do not skip classes fail courses, while those who attend only a few classes get a "satisfactory" mark or even higher. The results suggest that such a criterion as "attendance" does not work. The presenter proposes to replace it with the criterion "participation", and shares her experience on the development of the tool for its measurement in the classroom.

Having taken into consideration the fact that "involvement" in the learning process cannot be described without referencing to the experience of its participants, a student and a teacher, the speaker interviewed them both to clarify such pedagogical terms as "participation" and "feedback" in the classroom. The results of these surveys are also presented in the report.

The findings may be beneficial for teachers who intend to improve the performance of their students, as well as for developers of training courses and curriculums who are responsible for their effectiveness.

Keywords: attendance, participation, feedback, assessment criteria, score-rating system

TIME TO THINK: RAISING STEM STUDENTS' CRITICAL THINKING THROUGH TEACHING ARGUMENTATION

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The challenge that underpins deepening into the world of EAP with third-year STEM students at National University of Science and Technology "MISIS" is their reluctance to believe they would ever need English for their studies in future and perceiving foreign language classes as a

form of an entertainment. Cambridge Academic English coursebook is perceived by B2 students of technical departments as useless and boring. Observed answers demanding to express the position are very often reduced to simple sentences or rudimentary explanation of their standpoint on the issue. I have thoroughly devised both oral and written assignments for in-class and online work to get students involved in the process of building arguments. All the tasks of the intervention are regarded as examples of critical thinking assignments that encompass higher-order thinking through analyzing, evaluating, considering opposing views and synthesizing the information from various sources to provide evidence and support to the expressed claims. To achieve this, the Toulmin Model of argumentation was introduced at Academic English classes and several activities were assigned to develop students' ability to formulate logically structured and well-constructed arguments. I argue that the devised tasks appeal to higher order thinking and thus contribute to students' gradual involvement in the subject. The survey proved the approach to be relevant and written assignments to become more structured and evidence-based.

Keywords: the Toulmin model, argumentation, critical thinking, motivation, Academic English

COMMUNICATIVE STRATEGIES OF AGREEMENT IN THE CONTEXT OF INTERCULTURAL COMMUNICATIVE COMPETENCE

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Communication has always been an integral part of all spheres of human life, and communicative strategies are an important constituent of communication studies. Nowadays, taking into account the development of globalization processes, many scholars also focus on intercultural aspects of communication, especially within ESP learning (business, politics, management, etc.).

The research is devoted to the influence of cultures on the choice of strategies (manipulation – active message, presentation – passive message, or convention – open interactive cooperative communication [1], which may be expressed verbally, para-verbally or non-verbally), and of means of their realization through the prism of the English language. The article focuses on the strategies of agreement achievement marked on the basis of those Dan Brown's books, where Robert Langdon is the protagonist. The main characters of the books come from various countries, including not only the United States of America, but also Spain, France, Japan and Italy, which, in fact, makes it possible to investigate the communicative strategies in the light of intercultural communication. The novelty of the research is strengthened by the fact, that the latest book of the

series, named "Origin", was published in 2017. The research is to cover the peculiarities of the cultures, mentioned above, which can influence the choice of agreement strategies.

The research, conducted on the material of more than 100 book passages, allowed to make the following conclusions: while the Americans and the French prefer verbal conventional strategies, the Italians and the Spanish are more prone to use manipulative strategies expressed through non-verbal means. The only one Japanese character also preferred open manipulation (mostly menacing), but there it may be explained not by the national Japanese culture, but by the influence of character traits of the person, raised up in the encampment.

The results of the study can be applied within the English classes of monocultural and multicultural groups, as students with B2 level and higher learning ESP are to understand the intercultural processes underlying basic communication, where communicative strategies of agreement achievement play one of the most important roles. The principles of the analysis used in the research may fulfill the function of the model for future students' investigation.

Keywords: communication, communicative strategy, agreement, intercultural competence, intercultural communication

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SESSION: **Young Voices of ELT**

CORRELATION OF INTONATION AND NON-VERBAL MEANS IN BRITISH AND AMERICAN COMMUNICATION

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According to A. Mehrabian and other researchers, more than two-thirds of information in the process of human interaction is delivered through non-verbal means of communication and intonation which can support or contradict the verbal message. They are of great importance in creating first impressions formed within the first four seconds of contact. Body language plays a significant role in every kind of discourse, and affects every point of people's life-relationships.

There exist universal non-verbal patterns that can transcend cultural lines and are understood by people of different cultural backgrounds. However, the use of body language in each particular country largely depends on its history and traditions. So, culture is a major factor that constitutes all body language.

To interact successfully with people from English-speaking countries one should know the differences in their non-verbal behaviour and intonation.

The aim of the present study is to reveal characteristic features of American and British non-verbal communication and its correlation with intonation. The material of the research is BBC series "Upstairs Downstairs" and American HBO series "Boardwalk Empire" analysed with the help of computer programmes Free Video Converter and Avidemux.

Two hundred examples from both series reveal a high level of correlation between intonation and gesture, both in American and British communication. This kind of correlation is observed in cases of instant, uncontrolled emotions, as well as when the speaker tries to control and suppress his feelings.

Examples under analysis demonstrate various emotions from rage and shock to happiness and surprise. Raised eyebrows symbolize shock, pursed lips are a signal of irritation and unwillingness to talk, frowned brows show confusion and dissatisfaction.

Alongside with non-verbal means of communication, the emotional state of the characters is revealed by intonation. The use of the High Wide Rise shows extreme surprise and, sometimes, shock. The Sliding Scale and Falling Tones may express a wide scope of emotions and attitudes, ranging from joy and liveliness to anger and annoyance.

The results of the analysis also show that non-verbal means and intonation may be employed to hide emotions for different reasons. This is usually observed in the examples from the British series as outward composure and exterior quietness are more common for the British. Pursued lips, a slightly wry smile and crossed hands can serve as a symbol of suppressed emotions. The Gradually Descending Stepping Scale, Mid and Low falling tones are usually used in such cases.

The American series show that the Americans are more open in expressing their emotions as compared to the British culture. As for the British, they are more reserved and polite.

Basic awareness of non-verbal strategies can help to improve interaction with others. Knowledge of these signs can be used to encourage people to talk about their concerns and can lead to a greater shared understanding, which is, after all, the purpose of communication.

Keywords: non-verbal communication, body language, intonation, kinesics, proxemics

INTONATIONAL AND NONVERBAL CHARACTERISTICS OF D. TRUMP'S POLITICAL DISCOURSE

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For centuries politics has been an integral part of society. Currently, we observe an increase of interest towards such an academic discipline as political linguistics. Its object is political discourse, a complex phenomenon, the study of which is possible only through the interconnection of various communicative actions.

The aim of the research is descriptive analysis of American president Donald Trump's speeches, their intonational and non-verbal characteristics, gesture-intonation ratio, and functions of gestures-illustrators.

To carry out the experiment, video maker Sony Movie Studio Platinum, version 13.0, and VLC programme, version 2.2.6, with a delayed playback format were used.

The material of the research includes the following videos:

1. D. Trump's speech at the presidential debate with H. Clinton (2016) (duration: 2 minutes).
2. D. Trump's inaugural speech (20.01.2017) (duration: 17 min. 30 sec.).

During his election speech D. Trump calls for action and talks about the measures that should be taken to solve the problem of labour drain, so all the words that are meaningful in his opinion are emphasized prosodically with the help of stress or falling tones, as well as with the help

of accentuating gestures, for example a symmetrical one with both hands. The gesture "palm-up-open-hand" is a marker of honesty and sincerity. D. Trump uses it while talking about his own political programme, trying to gain voters' confidence. An alternate shift of OK-gesture and raised up index finger gives the statement a certain hortatory shade. As for the eye contact, the following pattern was revealed: gesticulating with the right hand, D. Trump involuntarily looks to the right, whereas gesticulating with the left hand, he looks either directly at the camera or also slightly to the right.

Inaugural speech differs from the electoral one stylistically: it is solemn, of ceremonial nature. In this respect, the newly elected President makes longer pauses, both between phrases and sense-groups. The OK-gesture, tacitly being a symbol of America and expressing patriotism of the speaker, often turns into "palm-up-open-hand" or gives way to the raised up index finger. In order to highlight the role of American people D. Trump uses a deictic gesture, pointing at the audience. Falling terminal tones prevail, which makes the statements more categorical, emphasizing the speaker's confidence.

At the debates, unlike the inaugural speech, D. Trump speaks faster, the pauses are slightly shorter, the voice range is narrower on the whole, although it varies throughout the speech. The dependence in direct ratio is observed: the more active gesticulation, the wider the voice range. In non-final sense-groups mid-level tones or mid-level rising tones are used. Voice timbre is directly related to modality and depends on the specific context of the situation.

In the course of the experiment, Trump's non-verbal discursive profile was formed. Its components – gestures, body movements, eye contact, prosodic and voice parameters – are functionally integrated into the recognizable idiosyncrasy of the politician.

Keywords: political linguistics; political discourse; intonation; non-verbal means; gestures-illustrators; accentuating gestures; discursive profile

ENGLISH SPEECH PRONUNCIATION AND SINGERS' ARTICULATION

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With the development of information technologies, music has become an integral part of our everyday life. Because of the availability and diversity of musical works, people are more interested in the process of listening, rather than paying attention to singers' pronunciation.

The objective of this study is to analyze differences between English speech pronunciation and singers' articulation on the example of the famous Beatles' song "And I Love Her".

Three relevant positions were identified according to the nature of sound changes, their length and quality: the beginning, the middle, and the end of the line.

The line, a unit of poetic rhythm, acquires in the song additional features, due to the melody and musical rhythm.

The Beginning of the Line

Lines usually start with functional words which are not subjected to reduction, with the exception of articles. The vowel sound is "sung" with its inherent length or is prolonged a little, but not as obviously as at the end of the line. No sound changes were revealed in notional words, as compared with speech.

The Middle of the Line

Short vowels are checked not only before voiceless consonants, but also before voiced ones. Moreover, the juncture between the consonant and the subsequent vowel is realized according to the rules of English accentuation.

Long vowels and diphthongs are pronounced with their inherent length.

Functional words have either a strong form or undergo a slight quantitative reduction. The preposition *to* is pronounced with the sound [ʊ] even before the word beginning with the consonant.

The End of the Line

The last word of each line, according to the melody and lyrics of the song, demonstrates a significant lengthening of the long vowel and the nuclei of diphthongs, regardless of whether the word is notional or functional. Short vowels in notional words in the final position are also prolonged. In some cases, they are replaced by long vowels, qualitatively close in their articulation.

In the combination of the diphthong [aʊ] with the schwa in the word *ours*, the glide is not pronounced, and the word sounds like [a:z].

The experiment has revealed a lot of modifications in sounds, mostly in vowels. The "singing" of the sounds considerably differs from their pronunciation in speech.

The nature of these changes depends on the position of the words in the line, on the rhythmic organization of the lines, on the melody, musical rhythm, and the contents of the song. The closest to speech pronunciation is the "singing" of the words in the middle of the line, while at the beginning and, especially, at the end of the line vowels undergo significant quantitative and qualitative changes.

The results are of theoretical and practical importance, broadening the existing knowledge about pronunciation genres, and can be used by students with the aim to improve English singing

pronunciation. Further investigation would be very important, as the topic is still largely unexplored.

Keywords: song; singers' pronunciation; poetic line; vowels; sound changes; reduction

LINGUISTIC CORPUS IN TEACHING PHONETICS

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Teaching phonetics has been considered to be crucial for language teaching since Competency-Based Language Teaching has been widely applied. There are some obstacles, however, in this field that are to be tackled. These can be divided into synchronic and diachronic ones. The former appear because of the large diversity of English dialects and therefore the question rises which one should be taken as teaching model. At the same time, it is reasonable that students should be able to understand various dialects. The latter emerge due to the constant changes in the phonetical level of English that happen over time as well as in any other language levels. These changes cause the need in designing studying material that reflect modern phonetical tendencies and contain up-to-date recordings of authentic speech.

In the digital technology era audio and video material of every kind mentioned above are easily accessible. The data are still in need of processing and systematization, which can be done with the help of the linguistic corpora. In this respect, multimodal and spoken corpora have a remarkable capacity. Firstly, they provide an access to vast amount of diverse authentic speech recordings with both linguistic (orthographic, phonetic, prosodic) and extralinguistic (social and psychological data) annotation. Secondly, direct use of corpora in class enables teachers to implement research-based learning (RBL), which helps students develop computer competence. Thirdly, building of learner corpora could help teachers indicate phonetic phenomena that their students have difficulties with. This research will be focused on the first two points.

The now-existing online corpora, however, are unable to fully satisfy the needs outlined above due to the following reasons. First of all, there is quite a limited number of spoken corpora containing recordings. In most of cases, spoken corpora offer transcripts only. Another reason is that corpora with free access are becoming outdated. For example, the British National Corpus has not been replenished since 1990s. Finally, more modern and accessible corpora often comprise one particular dialect. For instance, the SCOTS, in which the latest represented conversations were

recorded in 2010, is composed of Scotland accent of English only. In view of that, it seems necessary to compile a new corpus that would encompass variety of English dialects and facilitate comparative analysis of phonetic changes for a couple of time intervals. Besides, an interface of the corpus should be clear enough for students to use it in frames of RBL.

Summing up, the ongoing research aims at compilation of spoken corpus with audio and video recordings of native speakers of English with different dialects collected in different periods. The final product will be used both as a convenient teaching recourse and as a tool for RBL.

Keywords: English language, phonetics, linguistic corpus, teaching, dialects

**ENGLISH AS A MEDIUM OF INSTRUCTION IN HIGHER EDUCATION
INTERNATIONAL CONTEXTS
WITH STUDENTS FROM DIFFERENT FORMATION FIELDS**

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As globalization extends its tentacles broader and broader, the sphere of education has historically been trying to be as up to date as possible, trying to offer quality and modern formation as soon as a lack of specific formation in certain field starts being noticeable in the professional market. Educational offer, so, is constantly changing, and especially in the Higher education section, as Masters, PhDs or Post-doctorates are considered to be the last and narrowing education step that is going to specialize the student in the chosen and selected job market niche.

A high number of new and adapted higher education studies are appearing all around the world and, once again in response to the globalization call, most of them are in English. The importance of this language in the international professional market is already broadly known, so it is not a surprise that EMI has already been established as of pillar importance in modern education, either national or international. These new higher education courses, however, are bringing to the table something new: we are now not talking anymore about studies where the language used can be considered as "basic" and "popular" English or where some time or part of the course/career can be invested in pure study of the language. At this new juncture, deeper and more specific education (in English) requires as well deeper and more specific knowledge in this language, and few time (or directly, none) can be spent in its study, so it can be said that we depend on the previous knowledge in the language of these very students, point in which we find the second part of the issue. These students can be both from different nationalities and from different education spheres (supposing

that each country and university has its own ways of forming and developing a higher education career), so the eagerness and way of understanding certain topics will differ from student to student. For some, certain topics will be completely new, while for others will be already familiar (though having maybe received this knowledge in their own language); as well as some of them will have a very deep proficiency in English language, while others will have more of a basic knowledge.

The research, then, aims directly at this issue and both to determine which are the most common problems that appear in this kind of international and multidisciplinary courses and, consequently, to discover which methodology or arrangements can be done by the educational experts to better tackle these potential difficulties.

Keywords: EMI, higher education, international, multidisciplinary

CAMBRIDGE EXAMS AND OTHER WAYS OF INCREASING STUDENTS' MOTIVATION

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This study aims at gathering the data in such educational area as secondary school. Nowadays Cambridge exams are widely spread all over the world. This kind of assessment helps to set the target and to find out the knowledge gaps, besides it's one of the best ways to create motivation not only among adults but also at school. The purpose of the study is to establish the influence of such target as passing Cambridge exams on the process of studying at secondary school. The methods of this research include the surveys, the analysis, and mental simulation. The importance of this research can be seen in the globalization of English language, the necessity of passing such exams as the practice before the Russian State exams and in the need for expanding the frontiers of knowledge. Moreover, this research's got the practical significance since it provides the ways of solving the problem of lack of motivation at the ordinary schools. The results of this study emphasize the necessity of the implementation of Cambridge exams in education as the most productive approach for raising pupils' motivation.

Keywords: motivation, Cambridge exams, setting a target, self-improvement, the best result

LEARNING ENGLISH THROUGH ENGLISH SPEAKING VOLUNTEERING

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Current educational tendencies have witnessed a considerable alteration over the last few decades due to the recent methodological advancements. Experiential learning [1] has gained a significant popularity among English Language teachers as one of the constituents of holistically and eclectically organized educational process.

According to the learning cone compiled in 1969 by 20th century American educator Edgar Dale [2], learners remember from 10% to 50% of what they perceive verbally and visually (reading, hearing, watching, watching a video) and 70-90% of active experience, such as participating and doing (getting involved in discussions, presenting/simulating real experience).

Current popularity of international volunteering among students poses a question whether volunteering with English may be used as a powerful tool for experiential English Language learning.

The object of this research is Learning English through English speaking volunteering.

The purpose of this research is to unfold a current attitude to English speaking volunteering as a supplementary tool to enhance English language competences among NUST "MISIS" students and discover some ways to elevate learners' involvement into the English speaking volunteering.

Hypothesis: At least 70% of students, earlier volunteered with the English speaking, will demonstrate the willingness to repeat this experience and recommend this activity to their friends as a powerful way to improve their English language.

During the sociological research 248 NUST "MISIS" students across faculties and courses with different volunteering experience took part in online Google-survey. Main functions fulfilled by students during their volunteering experience are personal attendance, translation, registration, organization, navigation, guidance, socializing, resolving problems, meeting at airports, educating, and volunteering on cargo ship.

Throughout abovementioned research students were asked to answer questions revealing total involvement of polled students into English speaking volunteering, their attitude towards this particular type of volunteering as a helpful activity to improve their English, possible benefits of this activity, main reasons that stop students from English speaking volunteering and some perspective ways to encourage students to participate in English speaking volunteering.

The study revealed that only 75 participants (30%) of the total number of the polled had had the English speaking volunteering experience at least once in their life, as opposed to 173 (70%)

who had not. Among those, who had had such an experience, 70 students (93.3%) admitted that their experience had helped them to improve English language skills. The main effects of English language volunteering on English language, enumerated by respondents, include free practice of English – 58 (77%), overcoming language barrier – 46 (61.3%), and motivation to study more intensively – 36 (48%). Some extra linguistic benefits such as responsibility, network of international friends, unforgettable emotions and others have also been mentioned by the polled.

The survey revealed that students are generally encouraged to participate in English speaking volunteering by the opportunity to practice language – 55 (73.3%), to gain new experience – 51 (68%), and to meet interesting people – 46 (61.3%).

67 participants (89.3%) noticed that they would definitely repeat their International volunteering experience and recommend English speaking volunteering to their friends as a way to enhance their English.

Among those respondents who had never volunteered to work with the English speaking 139 students (75.9%) demonstrated a strong desire to have a try, 38 (21.8%) answered negatively and 4 (2.4%) remained uncertain. The top 3 reasons that stop students from volunteering with English, listed by the earlier non-volunteering polled, are lack of time – 105 (60.3%), language barrier – 84 (48.3%), and a fear – 80 (46%).

Respondents also named some potential ways to encourage students to participate in English speaking volunteering, such as promotion of volunteering through English teachers; more information about such a volunteering available; description of benefits; encouragement of students with vivid examples; conveying the idea of taking a real life experience; extra points for English or recommendation letters for future employment; and volunteering with appropriate responsibilities.

On the basis of this research it may be concluded that albeit English speaking volunteering occupies a significant position among NUST "MISiS" students and may be used as a powerful tool for independent experiential English Language learning, there is a very little involvement in such an activity. Hence, English speaking volunteering should be promoted.

Being promoted among students, English speaking volunteering will dramatically boost English speaking fluency, motivate students to study more efficaciously and give them a meaningful purpose to learn language not as a subject, but as a means of communication. Therefore, English language performance of students on classes will be enhanced.

Keywords: experiential learning, volunteering, English language learning, learner competences, learning cone

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