

Отримано: 28 листопада 2019 року

Прорецензовано: 9 грудня 2019 року

Прийнято до друку: 11 грудня 2019 року

e-mail: sevschool@yandex.ua

DOI: 10.25264/2519-2558-2019-8(76)-137-140

Samoilenko Nataliya. Foreign language educational platforms for foreign language professional communication teaching. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог: Вид-во НаУОА, 2019. Вип. 8(76), грудень. С. 137–140.

УДК: 378.14.017

**Nataliya Samoilenko,**  
Doctor (Pedagogy), associate professor  
Sevastopol State University

## FOREIGN LANGUAGE EDUCATIONAL PLATFORMS FOR FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION TEACHING

*Over the last decade research of education system in order to prepare graduates for the 21st century demonstrated that the development of foreign language competences is essential for social inclusion, mutual understanding and professional development. However many recent studies focus on the role of English as the global lingua franca. Despite the importance of research the role of undergraduate students' foreign language competence development in a higher educational institution using online platform has not yet become a subject of research. This paper attempts to give an introduction to technology influence on language learning process, new ways of teaching and learning; on-line professional training course on leading on-line platforms. It is also shown how to focus on the online platforms for students' autonomous learning and language learning achievement presenting and assessing students' skills. As a result this study raises a broader question: how to implement online education for improvement of higher pedagogical education in the foreign language teaching process. In the article the necessity of educational environment forming, adequate to the new tendencies in the field of higher professional education is analyzed. The opportunities for using of online-courses on foreign language educational platforms in undergraduate students' foreign languages professional communication teaching are described.*

**Key words:** education environment, foreign language professional communication teaching, online course, foreign language educational platform, undergraduate students' foreign language communication.

**Самойленко Наталія Борисівна,**  
доктор педагогічних наук, доцент  
Севастопольський державний університет

## ІНШОМОВНІ ОСВІТНІ ПЛАТФОРМИ ДЛЯ НАВЧАННЯ ПРОФЕСІЙНІЙ ІНШОМОВНІЙ КОМУНІКАЦІЇ

*У статті досліджено проблему формування освітнього середовища, що відповідає новим тенденціям у сфері вищої професійної освіти. Подано сутність поняття «іншомовний освітній портал». Розкрито можливості використання онлайн-курсів на іншомовних освітніх порталах у професійно-орієнтованому навчанні магістрантів. Представлено матеріали англомовних освітніх порталів, що використовувались у підготовці магістрантів у процесі навчання іншомовній комунікації.*

**Ключові слова:** освітнє середовище, професійно-орієнтоване навчання іноземній мові, онлайн курс, англомовний освітній портал, іншомовна комунікація магістрантів.

**Introduction.** At present the revision of education system is necessary in order to prepare graduates for the 21st century. The development of foreign language competences is essential for social inclusion, mutual understanding and professional development. The CEFR has contributed to the implementation of the Council of Europe's language education principles, including the promotion of reflective learning and learner autonomy [1-3].

**Problem statement.** For some years ELF scholars have been observing some changes in higher education. It is globalised. Many universities around the world are described as 'international'. It is very important to focus on the cultural and linguistic implications. In recent researches we have mentioned the role of English as the global lingua franca [5; 8].

**Research questions.** There's been a massive increase in the use of technology in the use of English globally [2]. Nowadays, there are a great many possibilities to learn languages online at distance, and self-study materials for language learning have been available for many years. However, when the globalisation and internationalisation of higher education are discussed, the role of undergraduate students' foreign language competence development in a higher educational using online platform has not yet become a subject of research.

**Methodology.** Our research aims to discuss the role of undergraduate students' foreign language competence development in a higher educational institution using online platform. We will focus on some key aspects of undergraduate students' foreign language competence development in a higher educational institution.

**Findings.** Scholars from different countries in their researches highlight the role of Global Englishes and intercultural communication in English Language Teaching. They explore the links between languages, cultures, communities, nations and identities and the implications about communication and teaching languages [4-7].

This paper focuses on teacher's skills in English language teaching; to incorporate the global diversity of English into the curriculum rather than focusing exclusively on native English; to develop learners' ability to use English in a flexible way for accommodating to diverse interlocutors and promoting successful intercultural communication; to set realistic objectives that are attainable and more closely correspond to the needs of the majority of users of English; to focus on communicative function and evaluating forms in terms of their functional effectiveness rather than their closeness to native English norms; to analyse and teach English linguistically, culturally, pragmatically; to teach learners to use what they are taught developing effective communication strategies related to their own cultural reality; to organize communicative practices related both to specific cultures and also as emergent and hybrid in intercultural communication; to set initial interaction in intercultural communication based on cultural

stereotypes or generalizations; to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication; to set about raising intercultural awareness among English learners [2].

The scholars have mentioned the reasons for such changes: global diversity of English; effective and successful intercultural communication; communicative use of language; descriptions of ELF should not directly determine what language is taught – this should remain a local decision; pedagogical framework for an ELF-informed approach to the teaching of English; concept “cultural awareness” and its role in using ELF – developing an understanding of differences between one’s own and another culture; a user or learner of English has knowledge of all the different cultural contexts of communication they may encounter and even less so the language cultures of the participants in this communication [4-6].

There are many ways by which teachers can become actively involved in the learning process. Technology influence on language learning process, new ways of teaching and learning. On-line professional training course on leading on-line platforms is an up-today trend in education [7].

Participating in different online courses and didn’t have enough experience of teaching English online, we analyze and choose the answers of our colleagues from other countries and cultures: “I became an online tutor initially because I wanted to keep up to date with trends in teaching”; “I wanted something to complement my main schedule. I didn’t have a lot of teaching hours and I wanted something that was flexible”; “I wanted to cut down on commuting time because I was teaching private languages classes far from my home”; “I needed flexible teaching hours to fit around my family life” [7].

In our practice we use the online platforms for students’ autonomous learning and language learning achievement presenting and assessing students’ skills.

We focus on the opportunities for implementation of online education for improvement of higher pedagogical education in the foreign language teaching process. There are examples of some on-line courses for students and teachers. We studied on leading on-line platform «Future Learn» for 2017-2019 yy.: “Teaching for Success: Lessons and Teaching” – develop the skills and practices for continuing professional development (CPD); cover four professional practices: planning lessons and courses, managing resources, managing the lesson, taking responsibility for professional development; “Research Writing: How to Do a Literature Review” – learn how to write a strong literature review with this course designed for research students, at any level, in any discipline; “Blended Learning Essentials: Developing Digital Skills” – a course for the Vocational Education and Training sector to support the development of learners’ digital skills in the workplace; “Teaching for Success: Lessons and Teaching” – look at lessons, courses and resources with this continuing professional development course for English language teachers [8].

We set the students the task of investigating these tools, and discuss which they could use to teach and to learn foreign languages. The results are presented in table 1.

Table 1

On-line courses for students and teachers

№	Online course title	Information about online course	Authors	Who is the course for?
1.	Understanding Languages	What exactly is language? How do we go about learning a language? What does an effective language teaching classroom environment look like? What about technology? How do we use that in language learning today? What about the implications of the global spread of English?	University of Southampton 2017	Future English language teachers, Undergraduate students of Humanities, English language teachers
2.	Using Virtual Scenarios To Create Effective Learning	This course is for teachers and trainers in any discipline who wish to create their own virtual scenarios, or learn about this approach. The course will also be of value to those studying or interested in working in education disciplines or instructional design.	St George’s, university of London	Teachers and trainers in any discipline
3.	English as a Medium of Instruction for Academics	Equip yourself to teach in international contexts by increasing your English language skills and intercultural knowledge.	University of Southampton 2018	Undergraduate students of Humanities
4.	English for Academic Purposes: a MOVE-ME Project Course	Develop the language skills you need to study in English and make the most of European student mobility programmes	University of Southampton 2018	Undergraduate students of Humanities
5.	Intercultural Communication	Learn to appreciate, adjust to, and work or study in different cultures, with this free online intercultural communication course.	University of Southampton 2018	Students of Humanities
6.	Language Assessment in the Classroom	Assessment is becoming increasingly important in language education. Understand it better with this course for language teachers.	University of Southampton 2018	Students of Humanities
7.	English as a Medium of Instruction for Academics	Equip yourself to teach in international contexts by increasing your English language skills and intercultural knowledge.	University of Southampton 2018	Undergraduate students of Humanities

8.	Improve Your Intercultural Competence	Develop the attitudes, skills and knowledge required to thrive in diverse workplaces.	University of Southampton 2018	Students of Humanities
9.	Working with Translation: Theory and Practice	Explore what it means to communicate in multiple languages in a variety of contexts, and discover your inner translator.	University of Southampton 2018	Students of Humanities
10.	An Intermediate Guide to Writing in English for University Study	Improve your academic English skills further, learning about critical analysis, using sources, avoiding plagiarism and more.	University of Southampton 2018	Undergraduate students of Humanities
11.	Introduction to Intercultural Studies: Language and Culture	Explore intercultural communication by understanding the relationship between language and cultural identity.	University of Leeds 2018	Students of Humanities
12.	Understanding Diversity and Inclusion	Develop your attitudes, skills and knowledge of cultural diversity so you're able to create inclusive environments.	University of Southampton 2018	Students of Humanities
13.	Creating Effective Online and Blended Courses	These resources help instructors develop online courses or incorporate online learning approaches in their on-campus classes.	Stanford University 2018	For a general audience of instructors at 2- and 4-year higher education institutions
14.	English as a Medium of Instruction for Academics	Equip yourself to teach in international contexts by increasing your English language skills and intercultural knowledge.	University of Southampton 2019	Undergraduate students of Humanities
15.	English for Academic Purposes: a MOVE-ME Project Course	Develop the language skills you need to study in English and make the most of European student mobility programmes	University of Southampton 2018	Undergraduate students of Humanities
16.	Learning How to Learn	Learning How to Learn is for you—it's meant to give you practical insight on how to learn more deeply and with less frustration. The lessons in this course can help you in learning many different subjects and skills. Whether you love language or math, music or physics, psychology or history, you'll have a lot of fun, and learn a LOT about how to learn!	2019 <a href="https://www.coursera.org/learn/learning-how-to-learn">https://www.coursera.org/learn/learning-how-to-learn</a>	Undergraduate students of Humanities Students of Humanities
17.	Mastering Academic Research: Information Skills for Successful Students	This course is designed to help students worldwide find, evaluate, and use information efficiently, effectively, and ethically for academic work—to go beyond the search engine.	<a href="https://learn.canvas.net/courses/724">https://learn.canvas.net/courses/724</a>	Undergraduate students of Humanities Students of Humanities
18.	Teaching Online: Reflections on Practice	This course invites your critical reflection on the methods of online instruction; beliefs and potential bias of the online learner; policies and rules and how they align with course objectives; tone and the purpose of communication. In this course you'll find readings and experiences of practice from online instructors and students to provide a foundation for discussion.	<a href="https://learn.canvas.net/courses/770">https://learn.canvas.net/courses/770</a>	Undergraduate students of Humanities Students of Humanities

The undergraduate student for writing her Master thesis has analyzed the Elllo electronic library (<http://www.elllo.org/index.htm>), which is an electronic teaching tool for the development of foreign language competence of students of a language university. Students do the task: supporting vocabulary learning in academic English [2].

The students analyze the corpus in Internet: British National Corpus (<http://www.natcorp.ox.ac.uk>); The Bank of English (<http://www.collins.co.uk/Corpus/CorpusSearch.aspx>); American National Corpus (ANC) (<http://americannationalcorpus.org>); Michigan Corpus of Academic Spoken English: MiCASE (<http://quod.lib.umich.edu/rn/micase>).

The foreign language online platforms were analysed by the undergraduate students in the process of studying discipline "Teaching foreign languages in the higher education institutions": Future Learn – <https://www.futurelearn.com>; Yale – <https://oyc.yale.edu/courses>; Canvas – <https://www.canvas.net>; Stanford Online – <http://online.stanford.edu/courses>; Alison – <https://alison.com>; Openlearning – <https://www.openlearning.com>; Genius English – <https://geniusenglish.ru>; Khan academy – <https://www.khanacademy.org>; Lingualeo – <https://lingualeo.com/ru>. They use this material for preparing and conducting their own microteaching lessons. (table 2). They use this material for preparing and conducting their own microteaching lessons.

Table 2

## Foreign language online platforms for teaching and learning foreign languages

Site address	Price	Learners	Course description	Recommendations/ Remarks
Yale <a href="https://oyc.yale.edu/courses">https://oyc.yale.edu/courses</a>	Free	Students/ adults	Literature, economics, history, psychology, sociology, philosophy and learning languages	No certificate and no tests
Canvas <a href="https://www.canvas.net">https://www.canvas.net</a>	Depends on the course	Students/ adults	Medicine, economics, sport, maths, IT technologies	The platform has homework, unless doing it, a student cannot open another course video.
Stanford Online <a href="http://online.stanford.edu/courses/">http://online.stanford.edu/courses/</a>	Free	Students/ adults	Economics, statistics, social studies, medicine, learning languages	No certificate, discussion questions, videos, audios
Alison <a href="https://alison.com">https://alison.com</a>	Free	Students/ adults	Resource cooperating with Google, Microsoft, Macmillan. Topics of courses: business, management, tourism, biology, anatomy, sociology, learning languages, law, IT-technologies	To get the certificate, a student should answer on more that 80% questions in the final test.
Openlearning <a href="https://www.openlearning.com">https://www.openlearning.com</a>	Free	Students/ adults	Australian project by lecturers of New South Wales university. Topics of courses: art, education, business, economics, sport, self-development.	Kind of social net, students are able to talk with each other, get the discussion questions
Genius English <a href="https://geniusenglish.ru">https://geniusenglish.ru</a>	Not free	Children/ students/ adults	Platform for Russian students. 90 lessons for 20 minutes give opportunity to learn speaking English. The method Neuroconnect that enables to learn 100 words per a day.	A lot of revisions.
Khan academy <a href="https://www.khanacademy.org">https://www.khanacademy.org</a>	Free	Children/ Students/ Adults	Short lessons in the form of YouTube videos, supplementary practice exercises and materials for educators. All resources are available to users of the website.	No certificate, discussion questions, videos, audios etc., teacher's control.
Lingualeo <a href="https://lingualeo.com/ru">https://lingualeo.com/ru</a>	Depends on the course	Children/ Students/ Adults	Educational online platform, English language learning based on gamification method.	No certificate, tests are available.

There is a large amount of free, openly-accessible information in English online which can be used by teachers. There are also online tools which can assist teachers and students with language.

**Conclusion.** In conclusion we can say that the main goal of the future projects is to improve the present system of education of the residents and students by designing a Master program in "Foreign Languages and Intercultural communication teaching", revising relevant curricula, existing relevant modules of teaching courses and approximating them to the European educational standards, developing and implementing training and retraining programs. Preliminary results of introducing the new program are presented. It is necessary to discuss some considerations as to the prospects of online learning and teaching, which are potentially applicable to similar intercultural and educational situations.

#### References:

1. Міхненко Г. Е. Realization of blended learning ideas in teaching English for Specific Purposes. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог : Вид-во НаУОА, 2018. – Вип. 1(69), ч. 2. С. 32–34.
2. Самойленко Н. Б. Foreign language online platform resources for undergraduate students' language competence development. *Інноваційні наукові дослідження у галузі педагогіки та психології: Матеріали всеукраїнської науково-практичної конференції*, м. Запоріжжя, 8-9 лютого 2019 р. Запоріжжя : Класичний приватний університет, 2019. 116 с. С.73-76.
3. Самойленко Н. Б. Communication effectively in international contexts: challenges and good practices. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог: Вид-во НаУОА, 2019. Вип. 6(74), червень. С. 196–199.
4. Cogo A. Analysing English as a Lingua Franca: A Corpus-Driven Investigation. New York: Continuum, 2012. P. 169–183.
5. Jenkins J. Global Englishes. A resource book for students. Abingdon, GB: Routledge, 3rd edition, 2015 – 288 p.
6. Seidlhofer B. Understanding English as a Lingua Franca. Oxford : Oxford University Press, 2011. P. 196–198.
7. The University of Southampton. URL: <https://www.southampton.ac.uk/ml/about/staff/wmlb.page>. (accessed 18.11.2019).
8. Wen Q. English as a lingua franca // A pedagogical perspective. *Journal of English as a Lingua Franca*. 2012. 1(2). P. 371-376. URL: <https://doi.org/10.1515/jelf-2012-0024> (accessed 22.11.2019).