Alecu Russo State University of Bălți
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Proceedings of the 2015 Spring Symposium

The Roles of Teacher and Technology in 21st Century ELT

May 15-16, 2015

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The International Spring Symposium was designed to respond to the numerous questions raised by the bursting influences of technology on modern education. The two-day event aimed at bringing professionals from Moldova and abroad together and share results of research and experiences in practical classroom applications. In addition, we regarded it as an opportunity for the participants to promote and continue established links between the two levels of the educational system.

We are thankful to US Embassy Public Affairs Section for the generous support in having organized the Symposium as well as for the support in publishing the proceedings.

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Contents

IT and LEXICOGRAPHY

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Abstract: The paper examines the effects that corpus studies have had, are having, and will probably continue to have on different aspects of lexicography. It also points out the contribution of John Sinclair and the Cobuild project, and finishes by looking at the new vistas open to electronic lexicography.
Keywords: corpus studies, lexicography, dictionaries, collocations, Wiktionary.

Today, lexicography is in a state of transition, caught between the 500 year-old technology of the printed word and the bound book on one hand, and the technology of the Internet and the electronic product, and on the other, and between the Leibnizian assumptions about the relationship between words and concepts and the newer theories of prototypes and stereotypes[1].

The impact of corpus studies on lexicography

Many linguists and applied linguists believe today that reliable language analysis is best performed on field-collected, real samples, which occur in natural contexts and with minimal experimental interference, in other words, on corpus data. Corpora, however, are not a recent facility. Some of the earliest efforts at grammatical description, for instance, were based at least in part on corpora, including Pāṇ ini's classical Sanskrit grammar.

The first modern corpus, the Brown Corpus (Brown University Standard Corpus of Present-Day American English), was compiled in the 1960s by Henry Kucera and Winthrop Nelson Francis at Brown University (Providence, Rhode Island). The initial corpus was a general collection of American English drawn from various sources published in 1961, and contained 500 samples of English texts, totalling about one million words. It contained only the words themselves and a location identifier for each word. In 1967, Kucera and Francis subjected the Brown corpus to computational scrutiny and published *Computational Analysis of Present-Day American English*, which contains the first lexicostatistical analysis and marks the beginning of computational linguistics. Over the following years part-of-speech (POS) tags were applied to the Brown Corpus. The tagged *Brown Corpus* used about 80 parts of speech, as well as special indicators for compound forms, contractions, foreign words and a few other language features.

One interesting result of the lexicostatistical analyses was the formulation by George Kingsley Zipf of the law that carries his name: Zipf's law. This states that in a corpus of natural language utterances, the frequency of a word is inversely proportional to its rank in the frequency table. Thus the most frequent word occurs approximately twice as often as the second most

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[1] These theories are based on the work of philosophers such as Wittgenstein, Grice, and Putnam and cognitive scientists like Rosch and Lakoff.

frequent word, three times as often as the third most frequent word, etc. For example, in the Brown corpus, *the,* the most frequently occurring word in English accounts for approximately 7% of all occurrences, while, the second-place word, *of,* accounts for slightly over 3.5% of words, followed by *and*. All things considered, half of the Brown Corpus is made up of a surprisingly low number of vocabulary items: 135.

The Brown Corpus formed the basis for many later corpora such as the British English LOB Corpus (Lancaster-Oslo-Bergen, the 1960s), Wellington corpus for New Zealand English, the Australian Corpus of English, the Frown Corpus of American English (early 1990s), the British English FLOB Corpus (Freiburg-Lancaster-Oslo-Bergen, the 1990s). More recent corpora include the International Corpus of English (ICE) and the British National Corpus (BNC). Contemporary American English has been collected by the American National Corpus and the Corpus of Contemporary American English (COCA, 1990 – present).

Corpus linguistics has developed a number of research methods, including the 3A perspective: annotation, abstraction and analysis (Wallis and Nelson, 2001). Annotation involves the application of a scheme to texts, including structural markup, part-of-speech POS tagging, and parsing. Abstraction consists of the translation of the terms in the scheme to the terms of a theoretical model, while analysis involves statistical probing, manipulating and generalising, and may include statistical evaluations.

The oldest corpus research application is probably the word concordance. This consists now in an alphabetical list of the most important words of a text given together with their immediate contexts. However, the concordance is not a recent idea. In the pre-computer era, a concordance (or index) offered readers of long texts information about where a word could be found or additional material related to the given word such as commentaries, definitions, and topical cross-indexing. Many works of special importance such as the Vedas, the Bible, the Qur'an, the works of classical Latin and Greek authors and those of Shakespeare were accompanied by concordances. The first known word concordance was compiled by the French Dominican Friar Hugh of St Cher (who lived in Paris during the first half of the 13th c.) and the 500 monks who assisted him, and was attached to the Vulgate Bible. In the 15th century, Rabbi Mordecai Nathan took ten years to complete a bilingual (Hebrew – Latin) concordance to the Bible. The early Arabic and the Western European grammarians also used concordances.

The recent surge of interest in corpus linguistics has created a need for more sophisticated software packages that allow researchers to carry out corpus-based research. Modern tools include software packages (such as *WordSmith Tools)*, which contain not only word concordancers, but also cluster concordancers that can detect idioms and set phrases, and modules that automatically

construct pattern-based concordances. Such tools may also allow the selection of any group of texts for analysis and additional texts can be added at any time.

Another tool is <mark>the word list or word forms list</mark> (in both alphabetical and frequency order) generator, which can provide statistical data related to those forms. Also, <mark>the key word</mark> functions can provide a glimpse of what the text is about, or create lists of all the words or word forms according to certain statistical criteria and provide frequency counts. Such tools can provide information about the distribution of a feature in a single text or across texts in the form of graphs. The distribution of a particular lexical or grammatical feature across a text or series of texts can provide information about the text structure and about how a feature functions across various texts.

Information technology has affected modern lexicography in several ways and its effects have been compared to those of the invention of printing on Renaissance lexicography (Hanks, 2010). Modern dictionaries are compiled differently from pre-computer ones as they rely on a different type of linguistic evidence, use a different approach to lexical definition, and may come in a different format.

a.   Information technology and dictionary compilation

The advent of computers and information technology have made huge corpora and sophisticated research tools available to lexicographers. Originally compiled by hand, corpora are now obtained by an automated process. Dictionaries themselves are largely compiled using computers.

The first dictionary compiled using a computer was the 1966 *Random House Dictionary of the English Language.* Here the computer was used to sort words and definitions, classify them, and order the entries alphabetically. All terms in a domain were written as a set and then sorted by computer. Lexicographers realised at that moment how content can be organised in a logical order, rather than alphabetically. The lexicographical work that followed (e.g., *the American Heritage Dictionary*, *Collins English Dictionary* and *New Oxford Dictionary of English*) showed that the special-subject editors did not have to possess competence in grammar, phonology, or etymology. The contributions of various specialists could be slotted by computers into a definition framework compiled by the general editors. Another group of editors would read the entries, correct errors and inconsistencies, plug gaps, and polish up the work for publication. The use of computers resulted thus not only in improvements in work quality but also in a reduction of compiling time.

Un unexpected consequence of the use of computers in lexicography was the blurring of the traditional distinction between a dictionary and an encyclopedia. A dictionary started to be considered a collective cultural index which must summarize all the salient cognitive and social

features associated with the meaning of a word and name (e.g. *Encarta, Longman Dictionary of English Language and Culture*).

b. Computers and linguistic evidence

Early electronic corpora, such as Brown or LOB, despite being consulted by a few major dictionaries (e.g., the first edition of the *American Heritage Dictionary* 1969, and the first edition of the *Longman Dictionary of Contemporary English,* 1978), did not have significant effects on lexicographical work. The *American Heritage Dictionary* (Boston, 1969), for instance, used a one million-word corpus, and a three-line citation base. Although it used limited corpus-based information, it was an innovative work of lexicography especially due to its definitions that combined prescriptive elements with descriptive information.

In the 1960s and '70s, the corpora were too small to enable the lexicographers to distinguish statistically significant co-occurrences of words from chance ones. In order to discover and organize word meanings, it is necessary to study textual evidence – words occurring in particular collocations. This was first proposed by J. R. Firth (1957a,b) and then developed by John Sinclair. Actually, Sinclair's work was largely devoted to the development of corpus-driven lexicography. The first results of this approach emerged with the first edition of the *Cobuild* dictionary (1987), based on the initial COBUILD corpus of approximately 7.3 million words, which by the time of the dictionary's publication had grown to 18 million words, large enough for the main patterns of collocation associated with each word to be perceived.

A major difference between the pre-corpus and the corpus-driven dictionaries lies in the way the selection of word entries is made. Pre-corpus lexicography selection was driven either by historical motives or by intuitions and citations. Many pre-corpus lexicographers were concerned with rare phenomena and unusual contexts and combinations found mostly in literary texts, while the main task of the corpus-driven dictionaries is to present the most frequent patterns of usage and the prototypical uses of words. Large corpora provide lexicographers with sufficient evidence to decide what to include and what to leave out.

Corpus analysis has affected the selection of word meanings in at least two ways. One was that it has made it even clearer that not all possible uses of a word can be covered in a dictionary entry, as words are used not only conventionally but also creatively and innovatively. Therefore, the only realistic possibility for lexicographers is to aim to cover all conventional uses. Moreover, each word is associated with a number of recurrent phraseological patterns, and in most (but by no means in all) cases, a sense can be associated with a phraseological pattern (a mixture of valency and collocational preferences) (Hanks and Pustejovsky 2005). The automated sorting done by research applications has enabled corpus lexicographers to examine the context of a given word in

thousands of Key-Word in Context (KWIC) lines. In fact, the KWIC lines have become the basic material used in the analysis of a lexical item's preferred contexts or its collocational and colligational preferences.

As corpus evidence has demonstrated that pre-corpus dictionary definitions had a tendency to favour the unusual rather than the central and typical uses of words, and that a linguist's introspection was not a good source of evidence, lexicographers adopted a new approach to meaning and use, which takes account not only of the word collocations and colligations, but also identifies the prototypical features of the concept(s) that a lexical item denotes (Rosch 1973, 1975), and the stereotypical phraseology associated with each meaning of the item (Putnam 1970). Based on statistical techniques for the analysis of frequency and associations, large corpora have provided evidence for the syntagmatic structures in which words are normally used and for their collocations (Church and Hanks 1989; Kilgarriff 2005).

The first attempt to undertake a statistical analysis of collocations was by Church and Hanks (1990), but it was not until Kilgarriff, Rychlý and their colleagues developed the Word Sketch Engine (Kilgarriff *et al.* 2004) that a tool was made available for lexicographers to see how the meanings of a semantically complex word are associated with and activated by its collocates. Corpus data and automated analyses offer now enough evidence for the lexicographers to design explanations with confidence. Thus computer technology has contributed to improving the accuracy of lexical explanations and pointed out the pragmatic uses of words and phrases, neglected in traditional dictionaries.

Another important facility offered by information technology is the building of hypertext databases showing explicit links between word senses and patterns of word use. Together with this come the opportunities to study the situations or (frames) in which words are actually used.

Corpus linguistics has opened up all sorts of new possibilities that were unknown to traditional lexicography: new kinds of evidence, new modes of description, new ways of organizing evidence, new possibilities for exploiting database structure and hypertext links, and the need for new theoretical foundations. The impact of corpus linguistics on lexicography after the publication of *Cobuild* (1987) has been overwhelming.

The *Cobuild* and after

A major change of perspective in lexicography was pioneered by Professor John Sinclair (1966, 1987, 1991, 2004). Rather than focus on independent words, Sinclair concentrated on how words collocate and colligate. Due to this new approach, lexicographers now analyze the comparative frequency of each word and identify its patterns of real usage, using a technique called "corpus pattern anaylsis." Patterns consist of clause structures and collocations, which are

8

important for word meaning disambiguation. A certain collocation or a certain structure (colligation) activates a certain word meaning. But as the vocabulary of a language may contain millions of lexical items, only a computer analysis can show which lexical items collocate or colligate significantly with which other items. The statistical applications have shown that meaning resides not only in lexical items but also in phraseology. At the same time, corpus analysis has revealed that a few of the uses of each word are deliberately creative, although the dividing line between conventional and unconventional uses is sometimes fuzzy.

The first of Sinclair's dictionaries was the 1987 *Collins COBUILD English Language Dictionary (CCED)*. This is a 'corpus-driven' dictionary, based on Sinclair's work with the *Collins Corpus* (almost 20 million words) at the University of Birmingham in the 1970s and 1980s. The *Cobuild* concentrates on the description of the core vocabulary (selected based on frequency counts) and word meanings and uses are explained in a discursive style similar to teacher talk, which represents a major difference from the traditional dictionary definitions. Here are, for instance, the first two *Cobuild* definitions for the verb *pour*:

> *1. If you **pour** a liquid or other substance, you cause it to flow out of a container by holding the container at a particular angle.*
> *2. If you **pour** someone a drink, you fill a cup or glass with the drink so that they can drink it.*

in contrast with the first two ones found in the *LDOCE* of 1978/1990:

> *1. to cause (something) to flow (out of or into a container).*
> *2. to flow steadily and rapidly.*

A further innovation is the introduction of coded semantic, pragmatic, and grammatical information in an extra column. *CCED* was the first large-scale corpus-driven dictionary research project.

In 1995 John Sinclair edited a second edition of *CCED*. This edition is based on a corpus of more than 200 million words and all the illustrative examples are new. It introduces 'superheadwords' which give the user an overview of polysemous and polyfunctional words. Information on word frequency is added in an extra column in five bands of decreasing frequency, with reference to both written and spoken English. Meanings and uses are listed in order of frequency, and pragmatic and grammatical information is revised and refined. The third edition of *CCED*, with *for Advanced Learners* added to the title, was published in 2001, based on the Bank of English[2] corpus which now counted more than 400 million words. Among the significant changes it brings is a strong emphasis on American English.

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[2] The Bank of English is a collection of 4.5 billion words of English text, mainly of British origin, but also including content about North America, Australia, New Zealand, South Africa and Commonwealth countries. The majority of the texts have been collected from books, magazines, newspapers, and websites, but there are also recorded spoken data from radio, TV and informal conversations.

With the publication of the *Cobuild* dictionary (1987, 1995, 2001), a new kind of lexicography emerged. Its innovations revolutionized lexicography to such an extent that all recent dictionaries claim to be corpus-based and provide a lexical description founded on natural or real data. However, *Cobuild* not only selected its examples from actual usage but also adopted a unique defining style, and linked meaning and use by encoding the target word in its most typical phraseology.

Immediately after *Cobuild*, the most obvious impact of corpora on lexicography was on dictionaries for foreign learners (monolingual learner's dictionaries). For instance, the second edition of *Longman's Dictionary of Contemporary English* (*LDOCE*) published in the same year as *CCED*, extends the use of computerized textual examples, and the third edition of *LDOCE* (1989) features a large corpus basis: the British National Corpus of 100 million words and Longman's own citation files. The most frequent 3,000 words are marked, the defining vocabulary is revised and set phrases and fixed collocations are highlighted and defined as lexical units.

The stock of corpus-based dictionaries for learners of English increased with the *Cambridge International Dictionary of English* (*CIDE* 1995), which brings further innovations. Based on the Cambridge Language Survey of the 100 million words of the major English standard varieties, it also draws on a specialized corpus of learner English. It points out typical learner errors, and provides lists of selected false friends in sixteen other European languages. The corpus base allows detailed treatment of function words and collocations. Like *LDOCE*, it uses typographically highlighted 'guidewords' to help users distinguish between the main senses of polysemous items, and a controlled defining vocabulary of 2,000 basic items. It provides lexical and stylistic information in language portraits concerning words and their use in the standard varieties. A substantial phrase index in the back matter lists multi-word items and gives precise reference to their location in the dictionary.

In the same year, 1995, Oxford University Press published the fifth edition of the *Oxford Advanced Learner's Dictionary.* It makes extensive use of the British National Corpus and the Oxford American English Corpus of 40 million words, with most of the textual examples being corpus-based.

CCED, LDOCE, *OALD*, and *CIDE* were all made available on CDs and online.

This highly competitive series of monolingual learner's dictionaries is completed by *Macmillan English Dictionary for Advanced Learners (MEDAL)* first published in 2002 and reprinted in 2007 (in both English and American editions, as printed books and on CD). A corpus-based (not corpus-driven) dictionary, *MEDAL* 2002 makes use of the principles developed for the other lexicographical projects, with special focus on conventional metaphors and collocations. It used the Sketch Engine to identify the statistically significant collocations of each target word.

10

MEDAL 2007 is based on the results of the techniques developed to summarize the data extracted from corpora. The main advantage of such techniques is that it is impossible to miss common and typical patterns and that the lexicographer gains access to pre-digested material to choose from. One of the results of the collaboration between lexicographers and computational linguists is the presence in the second edition of *MEDAL* of 'collocation boxes' which list common collocates of frequent words.

Another benefit gained from the analysis of corpora came from the learners' corpora. After *CIDE* 1995, many learner's dictionaries have included reference to frequent mistakes made by learners. compiled on the basis of large learners' corpora such as the International corpus of Learner English (ICLE) or the Cambridge Learner Corpus. The second edition of the *MEDAL* dictionary, for instance, introduces 'Get it right' boxes which identify common errors, give examples from corpora and suggest the correct forms.

All these learner's dictionaries are corpus-based, though none is corpus-driven in the way that *Cobuild* was. Moreover, in time, all the leading learner's dictionaries prepared on the basis of corpus evidence, have come to reveal a certain convergence in what they say about the language, compared with pre-corpus dictionaries (Atkins and Levin 1991). Another unexpected consequence was that, having become available for online consultation, free of charge, the sales of dictionaries in book form have dropped significantly.

One may conclude that the English language pedagogic lexicography was quick to accept computer assistance both in introducing and using large text and in presenting the lexicographical material in electronic form. The major learner's dictionaries are now available not only on CD but also in online versions, and make it possible to consult simultaneously all or some of the different works in a publisher's program in an integrated manner, and to work interactively with them.

The only monolingual dictionary of English for native speakers that makes extensive use of corpus evidence is the *New Oxford Dictionary of English* (1998), renamed in 2001 the *Oxford Dictionary of English*. *The New Oxford American Dictionary* is an Americanization of it.

As far as bilingual dictionaries are concerned, corpus evidence has enabled the lexicographers to select phraseology that is more frequently used and therefore more likely to be useful to users. The lexicographical emphasis has shifted from (the impossible aim of) covering all phraseological possibilities to the more realistic (and empirically founded) one of covering the most salient probabilities.

c. Dictionaries in electronic format and online

Encarta World English Dictionary of 1999 was the first dictionary in electronic format, and boasted to be "the first dictionary for the electronic age." The British publisher Bloomsbury

and the American software company Microsoft combined forces to create a "world edition" of this dictionary. As it failed to be a commercial success, the subsequent editions were published under a variety of titles including the name "Webster," in an attempt to gain public acceptance. One of the shortcomings of *Encarta* is that it does not take advantage of lexical research in "the electronic age": it is a very traditional dictionary in electronic format, which pays little attention to corpus evidence for collocations and phraseology.

The printed dictionary and its space constraints have been removed by the Internet and electronic lexicography, but this has affected the commercial prospects of lexicography. Online dictionaries tend to be free of charge via the Internet and lexicographers have become apprehensive of the future of major innovations in the field, which need major investments to be brought to fruition and yield practical benefits. Moreover, the Internet has opened the gate to a mass of free but inadequate and even incorrect lexicographical information.

The online publication of dictionaries has opened up huge possibilities for complex searches in dictionaries but also the shortening of the time-lapse between lexical research and publication of results, links to other information sources, and new business models. An excellent example of online dictionary is *OED Online* (www.oed.com). Even if the content of the dictionary is based on traditional principles, the techniques of information retrieval and presentation are at the cutting edge of modern lexicographical technology. For this, in partnership with the software company IDM, a new editing and browsing system called Pasadena was developed in 2005 (Elliott & Williams, 2006), flexible and robust for editors and readers alike. It offers facilities such as tracking the 600,000 cross-references; standardizing the processes for bibliographical references (for example, enabling citations to be updated systematically when a new edition of a cited work is published); flagging probable errors; and many others.

Portal sites such as *Omnilexica* have been created for English learners (http://www.omnilexica.com) which can be used to look up words, phrases, names, titles, and so on. It offers definitions, synonyms, related words and expressions together with examples of the words' usage in real-life situations. It also offers pronunciation pages, which usually have audio examples of how words (including proper nouns) are pronounced by native speakers. The band frequency of the most common words based on various frequency counts (including the BNC) is mentioned, and the words that commonly appear in various exams are signalled. The words that are commonly mistaken are accompanied by their approximations, which is useful when the users are unsure of how to correctly write a word or term. Moreover, syntactic frames and verbs belonging in the same semantic fields are provided together with their syntactic behaviour. Related encyclopedic content is provided not only in the form of examples but also as photos and

videos. Links are provided to countless dictionaries and documents that define or refer to the searched item.

Wikimedia, Wikipedia and Wiktionary

Although it is difficult to say what form the innovative dictionaries of the future will take, future large-scale new dictionaries are likely to be wikis (editable electronic free information source products), like Wikipedia and Wiktionary. Wikipedia and its companion project, Wiktionary (https://en.wiktionary.org/wiki), started as collaborative projects "for creating a free lexical database in every language, complete with meanings, etymologies, and pronunciations". The difference between Wikipedia and Wiktionary is basically the same as that between an encyclopedia and a dictionary.

A cardinal principle for all Wikimedia products is that the information supplied should be free to everybody. This does not mean, however, that there is no control of the information displayed. In fact, all contributions are immediately placed in a suitable template, edited and cross-referenced. The vast majority of the Wikipedia articles are provided by experts, and confirmed by other experts in the community. The co-founders of Wikipedia, Jimmy Wales and Larry Sanger, started this worldwide collective project based on two assumptions: a) that there are people ready and willing to write and publish well-informed, accurate, and reliable articles about almost anything without pay, and b) that there are people able to spot poor or unreliable articles and motivated to complain and/or provide something better. However, several episodes have shown that the founders were naive in assuming that all contributors would be truthful or reliable and control and vetting procedures had to be introduced.

Designed as the lexical companion to Wikipedia, the multilingual Wiktionary aims to "describe all words of all languages using definitions and descriptions in English", and "to include not only the definition of a word, but also enough information to really understand it" (http://en.wiktionary.org/wiki/ Wiktionary: Main_Page). The Wiktionary now includes, besides the English translation, etymologies, pronunciations, quotations, and a Wikisaurus (a thesaurus or synonyms and antonyms), a rhyme guide, phrase books, language statistics and extensive appendices. The Wiktionary's aim has proved to be difficult to achieve as in many of the over 130 languages and dialects it lists, the etymologies are taken from or based on those in older dictionaries and the definitions, most of them old-fashioned or derivative, take no account of recent research in cognitive linguistics or corpus linguistics.

In spite of these shortcomings, Wiktionary remains a model for electronic lexicography. It shows how use can be made of multimedia hypertext links such as audio links to the pronunciation of the word in different standard accents of English (American and British), how pictures and text

links to related terms can be made. Some links lead to film clips which may have encyclopedic rather than the lexicographic components.

The Wiktionary's hypertext structure may function as a model for the electronic dictionary of the future. What it still needs is a way of ensuring that definitions are properly supported by links to corpus evidence, including evidence for the ways in which word meanings are exploited in metaphorical and other ways. This means that the definitions of content words must be re-examined systematically and professionally in the light of corpus evidence. Nevertheless, the overall aim must remain "to include not only the definition of a word, but also enough information to really understand it".

It is difficult to predict what the dictionaries of the future will look like, as perhaps the Wiktionary model may be adjusted, or perhaps an entirely new model will be developed by another publisher. One thing seems certain, however: future lexicography will be corpus-driven.

Conclusions

Technological innovation and lexicography has always worked hand in hand. In our age of technology, with computers playing an increasingly prominent role, computer technology is likely to play an increasingly important role in lexicography as well. It is not possible, at the present time, to predict what form lexicology will take, mainly because the model for dictionaries is changing. Sales of dictionaries in book form have dropped dramatically in recent years and the publishers refrain from funding new dictionaries. On the other hand, the users of online dictionaries expect the information to be made available free of charge.

Given the ever more popular electronic book-reading devices, the dictionaries of the future may be automatically built into such devices, with a corresponding rise in their price. A reader using such a device will be able to point at a particular word and get a general dictionary entry for that word, or maybe, a more complex dictionary entry, which matches the context and presents not only a definition, but also a paraphrase, or a relevant set of synonyms.

In the age of electronic text processing, lexicography is likely to contribute substantially to new approaches to the theoretical understanding of meaning in language. Some linguists predict that "traditional assumptions about the nature of meaning and its relation to syntax are due for an overhaul and that lexicography and lexical studies are in a position to lead the way" (Hanks, 2012: 18)

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ED TECH: THE MOUSE THAT ROARED?

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Thesis: As long ago as 1966, Pit Corder warned that 'the use of mechanical aids in the classroom is justified only if they can do something which the teacher unaided cannot do, or can do less effectively' (1966, p. 69). Nevertheless, the craze for newer, better gadgetry has continued unabated, creating what one writer called 'the caravan effect': 'a metaphor in which the travellers (technology enthusiasts) stop for a while to drink from the waterhole (the latest technology) until they have had their fill; then they move on to the next waterhole to drink again' (Levy 2009, p. 779). Moreover, each innovation arrives garlanded with claims that are seldom if ever realised, such that the history of educational technology in the 20th century has been characterised as a continuous cycle of 'hype, hope, and disappointment' (Selwyn 2011, p. 59). Why is this? One reason (adduced by Selwyn) is that the power of technology is often enlisted in order to solve problems that are non-technological in nature, language learning being a prime example. If we accept the ecological view that language is a complex dynamic system, subject to multiple and interconnected influences, social, psychological and environmental, the idea that change can be effected by a quick technological fix is ingenuous, to say the least. The history of the social sciences is littered with the unintended consequences of such interventions. Beware of geeks bearing gifts!

In order to guard against the hype, any recommendation for integrating a learning technology into our current practice should be countered with Neil Postman's oft-cited riposte: *What is the problem for which this technology is the solution?* To which might be added a second question, based on Pit Corder'saforementioned warning: *Can the technology do it better/more effectively than the teacher unaided?*

What, then, are the problems that technology might solve? To answer this question, it's useful to draw on the current state of research to remind ourselves as to the necessary conditions for learning a second language, which, for the purposes of the argument, I'll frame as problems:

1. *The input problem*, i.e. how does the learner obtain sufficient (comprehensible) input?
2. *The output problem,* i.e. how is the learner provided with opportunities for (pushed) output?
3. *The interaction problem,* i.e. how does the learner engage in (scaffolded) interaction?
4. *The feedback problem,* i.e. how does the learner get optimal feedback at the point of need?
5. *The motivation problem*, i.e. what motivates the learner to make best use of these input, output, interaction and feedback opportunities?

To which might be added (because it's debatable as to whether it's necessary)
6. *The data problem*, i.e. how does the learner readily access useable information about the target language?

It's my contention that technology (meaning here 'digital technology', and especially that which is available online) has made significant advances in terms of helping solve at least some of these problems, such as the input problem and especially the data problem, where it easily outperforms the unaided teacher. But it has some way to go in terms of the output, interaction and feedback problems, while the evidence with regard to motivation is inconclusive.

I would go further, though, and add that one of the unintended consequences of an uncritical commitment to educational technology might be the effective disempowering of teachers in the interests of servicing the neoliberal 'knowledge economy'. As Lin (2013) warns: 'Language teaching is increasingly prepackaged and delivered as if it were a standardised, marketable product [...] This commodifying ideology of language teaching and learning has gradually penetrated into school practices, turning teachers into 'service providers.' The invisible consequence is that language learning and teaching has become a transaction of teachers passing on a marketable set of standardised knowledge items and skills to students.' This commodification process is, of course, massively expedited by digital technologies.

In the early 19th century a group of English textile artisans aggressively resisted the threat to their jobs and lifestyles posed by the development of new technologies. They were known as Luddites. Ever since, the term has been used to disparage anyone who questions the assumption that technological innovation is always beneficial. But were the Luddites so wrong?

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THE ROLE OF THE TEACHER IN THE ENGLISH CLASSROOM

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Abstract: Teaching is not an easy job; as a matter of fact, it's rather difficult, necessitating considerable devotion, responsibility, concentration, discipline, and effort. The teacher's role has always been significant at the lessons and in extra curricular activities as well. This article describes the most important roles of the teacher, both in school, and in a classroom of students.
Keywords: educating, the teaching process, aims, strategies, roles.

The primary and secondary education has undergone a series of profound changes which led the teaching staff to seek their own personal and professional development.

The key of success of every teacher is his/her way of „organizing and conducting the teaching material that aims at facilitating and stimulating the pupils' efficient learning.[3] The curriculum of English as the first foreign language stipulates that the teacher should take into account the following particularities of the primary school pupils' while dedicating themselves plainly to his/her praiseworthy, as well as consuming activity: the ability to use the pupils' limited knowledge in order to create free communicative situations; the ability to learn indirectly (through pictures, etc.); the ability to find pleasure in communication, etc. as, for example, the role-plays, pair/group work, miming, etc. Consequently, one of the first roles of the teacher is to organize his/her teaching process with a view to involve the pupils in activities, so that the learning objectives are attained.

The school and the teachers have always had a series of interrelated roles, not just a single one. A hierarchy is usually set, so that the main role subordinates the others. The teachers' methods and strategies help the school play this role in the community.

It happens sometimes that what is clear in theory, is not so clear in practice. The sciences of education often set one main role, and, in practice, due to some life conditions, local requirements or personal thinking, this main role is replaced by a secondary one, which is being fulfilled instead of the main one.

There also are a series of roles that a teacher performs during his or her uneasy work. He/she usually sets the main one and then, according to it, tries to achieve the goals. Setting the main goal and building a right hierarchy from the other goals to attain during the teaching-learning process, choosing appropriate means of realizing them, building the activities in accordance with the main target and surely keeping in mind the rest of the goals (for they are interrelated), these are all necessary conditions for the teacher's correct, scientifically-based activity.

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[3] Ministerul Educației al Republicii Moldova. *Ghid metodologic, Aria curriculară Limbă şi comunicare.* Chişinău, 2010, p.5

The teacher of School no. 184 from Saint Petersburg, Russia, Rijik, V. very precisely expressed the above stated idea in the following way: "I know why I go to the lesson, to be precise, what I expect from myself and the children. The original meaning of the word lesson has been lost. What lesson? Well, in my case – mathematics. Let's take, the Pythagoras' theory. But one can read this theory in the book. It follows that, beside the aim - to tell about the Pythagoras theory, there is the super-aim of understanding it, which can be easily or not attained."[4]

M. L. Fridman groups the pedagogical aims in two main aims. [5]

The first aim consists of the fact that all the students should master the bases of sciences, acquiring a certain amount of knowledge, and skills, developing their physical and working abilities, acquiring the first work and professional training. This goal is attained through learning different school subjects, including handicraft and professional training.

The second aim consists of educating to each student the high moral principles, that would help creating a multileveled personality. This second goal is often called educational and is fulfilled not only during the teaching-learning process, but also in a special educational process, besides teaching.

Consequently, we can speak about two main roles of the teacher: the first one, of a teacher, and the second one – of an educator. The same idea is also stated in the *Didactics of the Secondary School*: "The lesson serves not only to learning the new things, but also to educating the students. We must also know that the learning process, and consequently every lesson educates through all its parts – the contents, the methods and learning strategies, class management, the level and character of the classmates, the teacher's appearance, the school atmosphere and style. Every pedagogical action provides education*."* [6]

To these two main roles we might also add a third one, that of a social worker, taking into consideration the interdependence between the social development and the education. M. Calin [7] defines education as the practices of raising, teaching of the children used by the society in order to pass on some individual or common experiences made from knowledge, skills, values, norms. It follows that education involves socializing a child into a culture and the teacher is the one who does the social work. We cannot but agree with the philosopher A. S. Arsenjiev in that: "By educating a person not adapted to the present society, we risk to worsen his life. By educating an over-adapted member of society, we close the opportunities of the society's transformations…"[8]

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[4] Rijik, V., "We did it, Willy Shakespeare" // Uchitel'skaja gazeta. – 1985 – 3rd Dec. (Мы это сделали)
[5] Fridman, M. L., *Pedagogicheskij opit glazami psihologa,* Moskva, "Prosveshenje", 1987
[6] *Didactics of the Secondary School*, under the editing of Skatkina M. N. – 2nd Ed. – 1982. –p. 231
[7] Calin, M., *Teoria Educatiei. Fundamentarea epistemologica a actiunii educative*, Ed. ALL, Bucuresti, 1996
[8] A. S. Arsenjiev, "Problema tseli v vospitaniji. Nauchnoje obrazovanie I nravstvennoje vospitanje." – in: *Filosofsko-psykhologicheskije problemi razvitija obrazovanija*. – M., 1981. – p. 93

Consequently, nowadays, the teacher must realize, that the main goal of his/her work, must be educating in each student a moral, multileveled personality and a grown-up social individuality. Surely, the teacher has also his/her private educational aim, according to the subject-matter he teaches, but this role can become secondary in the course of shaping the students' personalities with a well-defined purpose.

The main idea is well defined by Leontjev, A. N. when stating that „the important thing consists of what will become of the thoughts and knowledge that we teach him, the enthusiasm that we arouse in him."

One should also of course consider the lesson, its management, and the role of the teacher in a modern classroom environment. We will thus discuss the roles that a teacher has to perform during a lesson, and try to provide real-life empirical evidence to support our findings.

Firstly, I would like to bring forward the difference between the two main children's activities - playing and learning, by mentioning that while the first is independent, the second one cannot exist without the direct instruction of an adult.[9] It follows that a learning process cannot happen without the direct influence of an adult person.

Secondly, the teacher can organize the learning process in such a way that the students are also involved in setting the objectives, and the teaching aims thus become their own, personal goals. We can achieve this when students feel themselves as entitled subjects of the process, free in creatively attaining the set goals. The most effective activities can be made almost useless if the teacher does not organise them properly, as it is mentioned in *The Practice of English Language Teaching*, by J. Harmer.[10]

As we have said in the beginning of the article, the most important distinction to be drawn is between the roles of controller and facilitator, since these two concepts are completely opposites. A controller stands at the front of the class like a puppet-master or mistress, controlling everything, while the facilitator maintains a low profile in order to make the students' own achievement of task possible. In the case of the English lessons, when teachers are acting as controllers, they tend to do a lot of the talking. Certain stages of the lesson lend themselves to this role rather well. Thus, during the stage of teaching the new material, it is frequently the teacher talking to the students, who stands as the main source of information.

But we must mention that the controller role is not the only one that the teacher has. Clearly a major part of the teacher's job is to assess the student's work, to see how well they are performing or how well they performed. Not only this is important pedagogically, but the students

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[9] Fridman, M. L., *Pedagogicheskij opit glazami psihologa,* Moskva, "Prosveshenje", 1987
[10] Harmer, J. *The Practice of English language Teaching.* Longman Group UK Limited, 1991

21

quite naturally expect it, even after communicative activities, as in the case of English as a foreign language lesson.

Perhaps the most important and difficult role the teacher has to play in the English teaching classroom is that of the organizer. The success of many activities depends on good organization and on the students knowing exactly what they are to do. A lot of time can be wasted if the teacher omits to give students vital information, or issues conflicting and confusing instructions. The organization of an activity and the instructions that the teachers gives are of vital importance during the English class, since, if the students have not understood clearly what they are to do, they will not be able to perform their task satisfactorily.

It often happens during the English lesson that the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when they keep silent or when they are confused about what to do next. This role is called by J. Harmer "the role of a prompter". Though, mentions the same author, "The role of a prompter has to be performed with discretion, for if the teachers are too aggressive, they start to take over from the students, whereas the idea is that they should be helping them only when it is necessary".[11]

We might also add here that teachers should not be afraid to participate as an equal in the English class, when performing activities like, for example, simulations. We find that this both improves the atmosphere in the class and gives students the chance to practice English also with someone who speaks it better than they do. So, one more role that the teacher can play is that of a participant.

When it is needed, especially in the English classroom, the students might ask the teacher for help, for example, when they encounter unknown vocabulary. In other words the teacher should always be ready to offer help if it is needed. Thus we make ourselves available so that students can consult us when they wish and need to do so. This role is defined by J. Harmer as the role of a resource.

Where the students are involved in their own work, and call upon a teacher mainly for advice and guidance, we can talk about the teacher as a tutor. This tutorial role is often appropriate at an intermediate and advanced levels.

There is one more role in this hierarchy, and that is the role of the teacher as an investigator. Going to training courses and attending seminars help the teachers to enrich their understanding of what learning is all about and what works particularly well.

In conclusion, the teacher, as a matter of fact, must rather than teach, help the students learn. Many teachers think that the most important thing in their work is what they would say, tell,

[11] Harmer, J. *The Practice of English language Teaching.* Longman Group UK Limited, 1991

show, what homework they would assign, how they check it, evaluate it, and so on. The psychologist Fridman, L. M. notices that it is naïve to think that all their pedagogical actions are automatically projected in the students' minds. Therefore, we consider that the true didactic mastery is to combine the above mentioned roles with discretion, so that the students are also involved in the lesson, and the lesson objectives become their own.

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USING AUTHENTIC MATERIALS IN THE ENGLISH LANGUAGE CLASSROOM

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Abstract: Using authentic materials in the EFL classroom is a very important part of teaching English. It provides learners with 'real' elements in the 'real' world to make learning more relevant and thus fun. Technology is something that our learners use outside the classroom anyway. That said, it makes sense to incorporate certain aspects of such inside our classrooms, within reason of course. This article looks at different ways of incorporating authentic materials in practical and realistic ways.
Keywords: technology, authentic, materials

Using authentic materials in the EFL classroom is not just engaging, but also important. It is important because it is what students can immediately grasp and relate to their everyday lives. It is what makes language learning more relevant, interesting and as such: worthwhile. What is authentic material?

> Authentic material is…'*language where no concessions are made to foreign speakers…it is normal, natural language used by native or competent speakers of a language*' (Harmer, 2007:273).

To not use authentic materials is to, in a very real sense, 'take away' from the very substance of language. Some might make the argument that using authentic materials can be too challenging for those learners who have just begun their journeys in learning the English language. However, as my CELTA tutor had once told me, as EFL teachers we need to 'grade the task, not the text'. What does that mean exactly? Well, let's take a real-world example: literature.

Literature is one form of authentic material that English language teachers may use in their classrooms, as it naturally lends itself to a number of motivating and constructive tasks. 'Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot' (Lazar, 1993:15).

In addition, literature:

- Has general educational value
- Helps students understand another culture
- Develops students' interpretative abilities
- Expands students' language awareness
- Encourages students to talk about their opinions and feelings

(ibid.)

24

Even so, how can English language teachers put it into practical and effective use in their classrooms? Let's imagine your learners are intermediate English language learners and the novel you have chosen for the class to read is Jane Austen's novel *Pride and Prejudice*.

A general procedure for teaching a novel like this one might go something like this: *Summary, About the Author, Introducing the Book, Understanding the Facts, Making Connections*, and *Writing*.

For the first stage, students are provided with a brief summary of the novel in an effort to activate their 'schemata' and generate interest. Providing them with the general plot of the story and highlighting key elements throughout while asking thought-provoking questions will likely whet students' appetites and encourage them to read the novel.

Next, provide biographical background of the author as this will situate him/her within a certain historical context. This will likely help students to understand the point of the novel and its relevance to the times it was written.

Third, ask the kinds of questions that help students connect with the characters and events that take place in the novel. By noticing parallels between their lives and the characters' lives in the story, students will be that more involved. An example statement-and-question might be: *Elizabeth says she will act in any way that concerns her own happiness. Do you always act in your own best interest? How do you feel when you don't?*

The fourth stage involves generating discussion around some of the important aspects of what took place in the segment that students have previously read. That is, questions should focus on the characters and developing plot. Students can be asked what they believe will happen next in the story and to related it to their everyday lives. To ensure students are still engaged in the story, the teacher may continually do this.

Afterward, the fifth element is about getting students to consider and analyze the characters and events in the story with a more evaluative and critical approach. By encouraging students to be more critical and creative in their answers, they will likely gain certain insights as to their principles and their classmates' principles as well, generating even more fruitful discussion. For example: *Darcy is a dynamic character because he changes in response to an event in the story. He admits to Jane that when they first met, he was proud, conceited and unfeeling. How does he change? Why does he change?*

The last part of the reading procedure is including a writing task or activity of some sort. For example, the teacher could ask his/her students to write a diary entry in which Lady Catherine describes Elizabeth's response to her demand. This helps students to not only practice a wide range of writing skills, but also helps them to further expand their understanding of the story.

In addition to using literature, one may also develop a considerable amount of authentic material just by using locally-created works of art, such as paintings and photographs. Poems, short stories, and song lyrics are great resources to consider as well.

News and social media serve as great mediums for authentic material. Blogs, networking websites, magazines, newspapers, tourism articles, etc. are some examples. The teacher might choose articles related to topics such as current events, food, people, recreation, and tourism in the students' local context. A classroom text is authentic…'if it was originally written for a non-classroom audience, a newspaper article or pop songs are considered authentic…' (Thornbury, 2006: 21).

Oftentimes, locally relevant articles are published by international media outlets. In Kyiv, Ukraine where I used to teach, there is one English-language newspaper called 'The Kyiv Post' and there is a wealth of ideas to be found in this publication. With a little creativity, the teacher could use this newspaper for a number of activities.

For example, a relevant and attractive topic to ask students to consider is 'marriage'. The teacher could ask her students to look at the classifieds, and to identify some advertisements that focus on people searching for relationships. After this first step, have students brainstorm words and ideas for "marriage" for two minutes. Afterwards, they talk about the words/ideas for five minutes. Students could then be asked to form pairs to discuss ice-breaker questions such as: What does "marriage" mean? Can you use it in a sentence? Can you give examples? When should people get married?

Next, distribute an article that is about marriage as a cloze exercise. Read the story aloud while students listen carefully enough to fill in the blanks. Alternatively, distribute the article and ask your students to read it aloud. Either way, given the fact that the topic is both relevant and is found in a genuine piece of cultural realia, students will likely be attentive and motivated to participate with enthusiasm.

Another resource to use as a base for finding authentic material is your local restaurant. Restaurants are a great way to motivate students using authentic materials. Select a restaurant that is relevant to your local context and that students are familiar with to some degree. Search the Internet for the following authentic materials: Menu, cuisine, location, hours, policies, reviews written by customers, etc. or bring them in to your classroom. In class, you may distribute pre-made cards containing the names of menu items and other cards containing images or brief descriptions of these menu items. Get students to form pairs to then match the cards.

26

Afterward, the teacher has the pairs form groups and then uses the restaurant's menu as a medium for students to create and perform role plays based on the menu itself. Alternatively, the teacher may distribute cards with designated roles to each group member if the students need prompting.

Recipes are another terrific authentic resource to use in the EFL classroom. First, select a recipe for a dish that is popular in your local context. Recipes contain useful language related to ingredients, quantities of measures, instructions (usually in imperative form), actions (*cook, peel, etc.*), amounts of time (e.g. *15 minutes, 1 hour*), and descriptions (e.g. *chopped, fresh, etc.*). Students then work in pairs to discuss icebreaker questions such as: Do you like to cook? Why (not)? What is your favorite dish? The teacher may then distribute cards containing the names of the recipe's ingredients and other cards containing images/adjectives describing these ingredients. In pairs, students match the cards together.

Another idea is for the teacher to distribute cards containing vocabulary from the recipe. Each card should have only one word: a noun (e.g. *soup*), a verb (e.g. *stir*), an adjective (e.g. *fresh*), or a quantity or measure (e.g. *cup*). The teacher then pairs students up to sort the cards into these four categories (i.e. the four parts of speech) and then tell them to alphabetize the cards within each given category (Thomas, 2014: 17).

The teacher can also distribute the recipe first, put students into pairs to read it and to clarify any misunderstandings, and then ask students to answer questions based on facts found in the recipe. For example: how long does it take to prepare? How many people does the recipe serve? How much [*non-countable noun*] do we need? How many [*countable noun*] do we need? Ask the pairs to create at least three additional questions based on this recipe (*ibid*.).

Movies are another form of authentic material. Movies that show events or places related to your local context provide a rich source of authentic material (e.g. video clips). It is of course also important to think of the text on which the movie is based (e.g. a novel, a stage play). For instance, I used Jane Austen's *Pride and Prejudice* in one of my Literature courses, and it proved engaging. I asked my students to think about possible conversation and writing topics related to the movie's characters and plot. I would show them movie clips on YouTube, and then ask them to identify the characters throughout. They could then explore the characters more by doing a role play which would reflect their ideas as to what might happen next in the story.

Students could even pretend they were either Darcy or Elizabeth and write a short letter addressing the other one expressing their thoughts at a particular point in the story, and then again at a different point in the story. This could very well provide a fruitful foundation from which to

27

pursue a fascinating and thought-provoking discussion about the way in which the characters amend their perspectives about one another and about the more abstract ideas of 'pride' and 'prejudice' within the entire scheme of the story.

Another rich and authentic resource to consider using is TedTalks. TED is an acronym that stands for Technology, Entertainment, Design, and serves as the name chosen to represent an annual, multi-disciplinary conference devoted to allowing speakers to talk about all kinds of subject-matter. For instance, the teacher might want her students to take part in the following mini-presentation lesson:

- The teacher could first write several questions on the board related to the video. The questions should also allow for experience and opinions to be incorporated into the answers, as this will allow the students to connect to the topic.
- Then in pairs, students select three questions to discuss for fifteen minutes. Additional follow-up questions and information should be provided so as to fully explore the answers.
- Afterward in the same pairs, students select one answer to present. Having discussed the idea in detail, students now write a short presentation complete with an introduction, conclusion, and key ideas. Students should incorporate linking language, phrases to highlight information, and any other important points critical to an effective presentation. The presentation should be two minutes at most in length.
- Finally, students form new pairs or small groups. Each person provides their mini-presentation. Additionally, each listener should ask one question related to the contents of the presentation (Cotter, 2011).

It is important to note that…'authenticity does not lie in the text but in the uses the speaker and readers make of it' (Kramsch, 1993:178). It is the interaction that takes place between people that should be emphasized. As such, authentic materials effectively help bring the 'real world' into the EFL classroom and considerably (re)invigorate the ESL class. Exposing students to cultural features generates a deeper understanding of and interest in the topic. In the end, authentic materials help our students to not only enjoy learning English as a language in general, but more importantly, to also gain confidence in being able to live and thrive in an English-speaking society.

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SOME ASPECTS OF FCE EXAM PREPARATION – THE SPEAKING PAPER

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Abstract: At present, more and more high school students in Moldova are becoming interested in passing various official international exams which test English as a foreign language. They need these exams to gain valuable B2 qualifications that are accepted worldwide. We, as teachers, should answer our students' requirements and take certain steps to help them pass upper-intermediate exams in English successfully. At the moment, one of the officially certified exams which test English skills at B2 level in Moldova – is FCE. The present paper gives a brief description of the 2015 structure of the FCE exam Speaking Paper. It also offers a number of useful resources and ideas for the FCE exam Speaking Paper preparation, and demonstrates how technology can be effectively employed in this process.
Keywords: international, Cambridge English: First, examination, B2 level, exam structure, study materials, tips for preparation, modern technologies.

1.Introduction

At present, more and more high school students in Moldova are becoming interested in passing various official international exams which test English as a foreign language. They need these exams to gain valuable B2 qualifications that are accepted worldwide. We, as teachers, should answer our students' requirements and help them pass upper-intermediate exams in English successfully.

At the moment, one of the officially certified exams which test English skills at B2 level in Moldova is *FCE (First Certificate in English)* or *Cambridge English: First.* It is the most popular exam of the main suite of Cambridge ESOL exams. *Cambridge English: First* accurately and consistently tests all four skills – reading, writing, listening and speaking as well as knowledge of language structure and its use ("Cambridge English: First: Handbook for Teachers" 3).

The present paper focuses on *the Speaking Part* of this test. It gives a brief description of the 2015 structure of *the FCE exam Speaking Paper* and offers some useful ideas of how technology can be employed while preparing our students for this part of *Cambridge English: First.*

1. Some General Considerations Related to Our Students' Preparation for Any External Exam in English

As Penny Ur (43) has it, while preparing our students for any kind of external exam, we should do everything possible to ensure that our students will succeed in it. This can be achieved, in the first place, by learning as precisely as possible about:

- the structure of the test,
- what material will be tested,
- what sort of items will be used, and

- the way the students' answers will be assessed.

This kind of knowledge is essential for both teachers and learners, as it helps us to define and shape our preparation process and enables us to vitally improve our students' performance in the exam.

Lindsay and Knight (130) advise us to obtain this knowledge by getting access to the official examination syllabus and past examination papers. And this is where technology comes in. In fact, both teachers and students can benefit from using computer and the Internet resources while preparing for *the Speaking Part* of *FCE.*

2. Studying FCE Official Documents

As far as *FCE exam* is concerned, we can easily acquire all the necessary first hand information from the official websites of the University of Cambridge ESOL Examinations (or Cambridge English Exams) – www.CambridgeESOL.org. or www.Cambridgeenglish.org./first. These websites publish general information about the exam itself, exam reports and exam dates. They also provide both teachers and students with downloadable sample papers, preparation materials, guides for candidates and exam resources. Consequently, we can easily learn about the format, timing, number of questions, task types and mark scheme of each *FCE* part, including *the Speaking Paper.*

Using these websites, our students can get a lot of valuable advice on how to do well in the exam in general and how to receive the highest score in each paper. They can do an on-line Practice Test and, finally, watch recorded interviews of *Speaking Tests* and read examiners' comments concerning the performance and the scores given in each case.

3. Cambridge English: First – the Speaking Paper

The most important information the official Cambridge English websites give us is the description of the main features and the detailed structure of each part of *FCE exam*, including *the Speaking Paper.*

4.1. General Information

"Cambridge English: First: Handbook for Teachers" (52) underlines the fact that *the Cambridge English: First: Speaking Test* is an interview with two candidates together. So, it has a paired format, which offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively.

According to "Cambridge English: First: Information for Candidates: for Exams from 2015" (13), *FCE* paired interviews presuppose that there are two examiners in *the Speaking Part.* One of them is the interlocutor, who speaks to the examinees, and manages the test. This interlocutor awards the students a mark for global achievement (a general mark for how well you did in the whole test). The other interlocutor is the assessor, who only listens. This assessor uses

31

four assessment criteria: Pronunciation, Grammar and Vocabulary, Discourse Management (how well our students' ideas are organized) and Interactive Communication (how well our students participate in discussion with other people).

This exam format has got certain advantages. First of all, being a kind of an interview, a paired interview is considered to be one of the most communicative and authentic format of an oral test, as it can provide a genuine sense of communication (Madsen 162). Secondly, Luoma (35) regards it as remarkably flexible, because its item types (for example, questions) can be easily adapted to each student's performance. Furthermore, Luoma (35) points out that the format gives testers a lot of control over what happens in the interaction. Besides, she considers that this way of arranging a speaking test allows us to include more types of talk than traditional interviews and, consequently, to get more information about the students' speaking skills. Finally, interviewing pairs is less time-consuming.

However, in spite of all their advantages, paired interviews bring about some challenges. One of them is the fact that the student's talk is almost inevitably influenced by the other participant's personality, communication style and possibly also by his language level (Luoma 37). Thus, not all test-takers may get an equal opportunity to show their speaking skills at their best.

4.2. The Structure of the Cambridge English: First: Speaking Test

"Cambridge English: First: Handbook for Teachers" (52-53) gives the detailed description of *the Speaking Test* structure. *The Speaking Test* itself lasts 14 minutes and gives 20% of total marks. It consists of four parts.

Part 1 of *the Speaking Paper* is a general conversation between the examiner and each candidate. It gives candidates the opportunity to show their ability to use general social and interactional language and to give basic personal information about themselves. The questions which are asked relate to the candidates' own lives and focus on areas such as work, leisure time and future plans. This short social exchange is a natural way to begin an interaction, and it gives candidates time to settle before dealing with more specific tasks in *Parts 2,3,4*.

Part 2 represents a long run. Candidates are given the opportunity to speak for 1 minute without interruption. Each candidate is asked to compare two colour photographs, and to make a further comment about them in response to a task that is read out by the interlocutor. A prompt is given in the form of a direct question which is written above the photos. Candidates are expected to point out the similarities and differences between the photos and then to move on to the question. Candidates have the opportunity to show their ability to organize their thoughts and ideas, and express themselves coherently with appropriate language. The listening candidate is

also asked to comment briefly (20 seconds) after their partner's long turn. They should not speak during their partner's long turn.

Part 3 is a collaborative task. It shows the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set. Candidates are given oral instructions and provided with a scheme stimulus to form the basis for a task which they carry out together. They are expected to discuss each point, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task. Candidates are assessed on their ability to use the language of negotiation and collaboration while doing this. They are not penalized if they fail to reach a negotiated decision. The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner.

Part 4 is organized in the form of a discussion. This part tests the candidates' ability to engage in a discussion based on the topic of the collaborative task in *Part 3*. The interlocutor directs the interaction by asking questions which encourage the candidates to broaden and discuss further topics introduced in *Part 3*. These questions ask primarily for an evaluation rather than information and they show that the candidates are capable of discussing issues in more depth than in the earlier parts of the test.

4. Choosing Study Materials

Once we have got all the necessary information concerning the detailed structure of *the Speaking Part* of the test, we may start choosing sets of course books and study materials for our learners. The main problem here is that there is a huge range of course books, practice tests and learning resources produced by independent publishers from all over the world. And this fact makes our choice really difficult.

Probably the best way out of this situation is to apply to those publishing houses whose competence in producing ELT materials is really sound. The most reliable publishers in this regard seem to be Cambridge University Press, Oxford University Press, Longman and Pearson, Macmillan, Express Publishers, Collins and Heinemann. They produce excellent sets of course materials which can help us prepare our students for their *Cambridge English: First* properly. The most famous of their sets of course books are "Cambridge Objective First Certificate" (Capel and Sharp), "Complete First Certificate" (Brook-Hart), and "New First Certificate Masterclass" (Haines and Stewart). Each of them has got Speaking Components which enable our students to improve their speaking performance step by step. While making our choice, it is reasonable to look through all of them and to choose that course which best suits our learners. However, most teachers in Moldova usually start using those course books they can get access to. To avoid this

situation we could use the Internet resources to get samples of textbooks and even order e-books via the Internet.

It is also important to bear in mind that any course books and practice materials we would like to use, should accurately reflect the format and the content of the exam. And here our preference should be with Cambridge textbooks, as they seem to be more focused on *FCE papers.* So, they may serve as an excellent framework for our students' preparation.

Finally, we should remember that most course books we choose need to be supplemented with some additional materials which are concentrated on grammar, vocabulary, listening, writing, reading, and speaking areas. For instance, we can benefit a lot from "FCE: Listening and Speaking Skills 1 and 2" by Evans, V., Milton, J. and Dooley J., if we want to focus our attention on preparation for *the Speaking Paper.*

All the course books and supplementary materials mentioned above can work well if we have plenty of time for preparation. However, if we are short of time, it will be helpful to use "FCE Testbuilder: Tests That Teach" created by Mark Harrison. It is much more than a book of practice tests. It not only enables students to practise doing tests of exactly the kind they will find in *the Speaking Part* of the exam, it also provides them with valuable details on what is tested in each part of the speaking exam, exercises to help them answer all the questions properly and explanations of the answers to all these questions (Harrison 4). The book gives students extensive preparation for the exam and helps them to increase their ability to perform well when they take the exam.

6. Tips for Successful Preparation
6.1. General Guidelines for Effective Preparation

Lindsay and Knight (130) remark that very often our students lose marks in exams by doing silly things. Some simple, practical matters can make a big difference to their marks and enable them to improve their overall performance. Thus, we, teachers, should help our learners by training them in a special way.

There are some general guidelines which can be really beneficial for our students' preparation for *the FCE Speaking Test.* Many of them can be found in the official resources of Cambridge ESOL websites. So, "Cambridge English: First: Handbook for Teachers" (52-54) and "Cambridge English: First: Information for Candidates: for Exams from 2015" (7) offer the following essential pieces of advice which may help our students to achieve success at *Cambridge English: First.*

The most valuable thing for *the Speaking Paper* is to ensure that our students speak English as much as possible, to different people, in different situations and about different topics.

Like with all language skills, the more they practise, the quicker their speaking skills will improve ("Cambridge English: First: Information for Candidates: for Exams from 2015" 7).

It is also essential to make sure that our students are familiar with the format of each part of *the Speaking Test*. They should be aware of the various interaction patterns (who speaks to whom) and what stimulus will be provided by the examiner ("Cambridge English: First: Handbook for Teachers" 53). Once our learners have got acquainted with the structure, we should proceed by watching some sample Speaking tests, to give them an even clearer idea of what to expect. It is best to use sample videos from Cambridge ESOL official websites because they are usually followed by examiners' comments and marks. Our students will definitely benefit from exploring all the positive and negative sides of the examinees' answers and discussing what can be done to improve their performance in this test.

It is important to train our learners to listen carefully to the instructions and to read the questions above the pictures attentively, so that they know exactly what they have to talk about. They should also learn how to ask the examiner to repeat the instructions or a question. We need to encourage our students to speak clearly so that they can be heard by both the interlocutor and assessor, to paraphrase when they do not know or cannot remember a word, to initiate discussion and to respond to what other students have to say ("Cambridge English: First: Handbook for Teachers" 53).

While planning our lessons, we should choose those classroom activities which involve our learners working in pairs and small groups. In this way we will be able to give our students practice in skills such as initiating and responding, which are essential to success in *the Speaking Test* ("Cambridge English: First: Handbook for Teachers" 52). When we do practice tests, it is necessary to set time limits for our learners, so that they practise completing the tasks in the time they will have in the exam. It is also useful to record our students and, then, listen back to see what they could improve ("Cambridge English: First: Information for Candidates: for Exams from 2015" 7).

Finally, our students need to know that it is useless to memorise answers for *the Speaking Test*, because the questions they will get at their exam may be totally different and unsuitable for these answers ("Cambridge English: First: Information for Candidates: for Exams from 2015" 7). Besides, these prepared answers will not sound natural and may not be logical answers to the questions our learners will be asked. As a result, preparing fixed answers is likely to mean that candidates do not perform well in *the Speaking Test* (Harrison 33).

6.2. Tips for Specific Task Preparation

While preparing for *Cambridge English: First* our students need to learn how to fulfill each task correctly and quickly. So, we should provide them with special techniques and

35

procedures of how to approach each task step by step in the most effective way. Knowing these procedures our students will be able to cope with each task successfully and improve their overall performance at the exam drastically. This valuable knowledge which is embodied in special tips can be found in official handbooks for teachers and candidates, and textbooks called "trainers" and "testbuilders". They usually contain four or five tests which are followed by detailed explanations of what to do to approach these tests properly.

Working for *Part 1* of *the Speaking Paper,* our students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask them a wide range of questions about their everyday life, experience, interests and preferences. Thus, we should make a list of questions from these categories and encourage our learners to respond promptly, with answers which are complete and spontaneous.

As in *Part 2* our students will have to produce a one minute long turn comparing two pictures, answering a specific question about them and, then, giving a personal response to a question about the other candidate's photographs, we should start with providing our learners with some useful language which will allow them to describe similarities and differences, to make guesses and suggestions, and to express their opinions and preferences. Our students should remember that "using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help them to gain marks under the Discourse Management assessment criterion" ("Cambridge English: First: Handbook for Teachers" 53). At the lessons we need to give our learners plenty of practice at talking for a minute about a given topic. Topics and visuals in *Cambridge English: First* course books will be quite appropriate for this practice. If they are not enough we may use our own thematically linked pairs of photos from magazines.

Preparing our students for *Part 3* we should teach them to use appropriate and correct language for agreeing, disagreeing, giving reasons, making suggestions, asking for opinions and suggestions. Our learners should be encouraged to discuss the content of all the prompts as fully as possible before moving on to negotiating a decision. They should always remember that to carry out the *Part 3* task they need to interact with each other. Consequently, all classroom discussions in pairs and small groups provide excellent preparation ("Cambridge English: First: Handbook for Teachers" 53).

For *Part 4* of *the Speaking Test* we should stimulate our students to give full answers to the questions asked. They can do this by keeping useful question words in their heads – why? how? when? where? If, when answering a question, they move on to responding to related question words, they will be able to give full contributions.

36

6.3. Using Friendly Websites

One more useful resource which is necessary to be mentioned here represents various websites organized by those teachers who prepare their students for *the Cambridge English: First: Speaking Paper.* Here, we can find a lot of friendly support, useful pieces of advice, lists of necessary phrases, phrasal verbs, lexical and grammar structures and samples of preparation exercises.

7. Conclusion:

The Cambridge English: First: Speaking Test is not so easy to pass. Thus, if we want our learners to do well in this part of the exam, we need to provide their step by step preparation which includes studying the structure of the exam in detail, choosing the best study materials, and helping our learners with valuable tips and pieces of advice. And here modern technology may play an essential role both as a resource of information and as useful devices for practicing speaking skills.

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TEACHING SUBJUNCTIVE MOOD IN THE 8TH FORM

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Abstract: The proposed article focuses on a motivating, new way of teaching subjunctive mood in the 8th form. It offers a modern approach to teaching grammar in an integrated vocabulary. It presents different platforms to be used to facilitate the process of teaching and learning English. Moreover it offers a lesson plan to teach Subjunctive Mood, using the mentioned web tools.
Keywords: subjunctive mood, on-line tools, 8th form, English grammar, competence.

Good grammar is a vital skill for advanced language proficiency. Knowing how words work and how they fit together is critical for putting foreign words to proper use. The need to learn grammar is always going to be a part of language learning, and should not be neglected. Even when using an approach that emphasizes the acquisition of vocabulary, ways can and should be found to incorporate grammar information as well. The right strategies and technologies can overcome problems connected to possible boredom or difficulty in understanding and usage.

Today there are a series of approaches to teaching grammar:

Intuitive Learning - Learning Grammar from Vocabulary;

Explicit Instruction - Learning Grammar from Educational References;

Active Skills Practice - Learning Grammar from Games and Activities;

Blended Learning - Learning Grammar through Educational Interaction (Ur 1997: 56). All of these approaches are good as long as the teacher has an imagination good enough to invent activities to implement them.

Referring to Subjunctive mood structures I strongly believe that a series of modern tools can make the process of teaching this topic both interesting and effective. It means the platforms may facilitate the teacher's job in inventing activities, games and exercises. The only thing that is very important is to classify these tools according to competences that can be developed at the lessons of English. Thus, the 5 competences that the tools are distributed by are:

- **Knowledge** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting";
- **Comprehension** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications";
- **Application** refers to the "use of abstractions in particular and concrete situations";
- **Analysis** represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between

ideas expressed are made explicit";

- **Synthesis** involves the "putting together of elements and parts so as to form a whole";
- **Evaluation** engenders "judgments about the value of material and methods for given purposes" (http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf).

Knowledge and comprehension competences can be developed by means of the web tools like:

- **Quizlet**- a web tools that helps at creating flash cards to train Subjunctive mood forms. It contains some modes that allow training the grammatical material at home too;
- **Thinglink**- an interactive media platform that empowers publishers, educators, brands, and bloggers to create more engaging content by adding rich media;
- **Pinterest** is a visual discovery tool that can be used to find ideas for all the projects and interests. It can be pinned on the thinglink poster;
- **Bubbl**- a brainstorm tool that gives the possibility to teach grammar by associations. It make the classes both effective and creative;
- **Powtoon**- one of the best web tool presentation that makes the *If conditionals* to be taught in context. The only thing the students have to do is to repeat the structures in sentences of their own.

Application competence can be implemented when the knowledge is acquired. *If conditionals* can be used by applying the structures in certain situations and contexts. The tools that may help are:

- **UtellStory** is a multimedia storytelling and sharing community where can be easily created and shared stories in slideshow format by combining audio, images, videos or just text. It can be as simple as a single photo or a video. It is possible to make the students use these structures in a story;
- **Glogster** is a unique, media rich, interactive poster which can be shared online or embedded into blogs. It allows pinning pictures in order to make stories or to finish the story that has been already made. *IF stories* can follow a certain outline;
- **Storybird** helps to make up art inspired, visual stories and to share, read and print. *If conditional* can be used in context too;
- **Stupeflix** aims at creating presentations from pictures. This tool allows to combine the pictures according to some principles (associations with geometrial figures and then stories). It is good for intermediate and upper intermediate levels.

Synthesis and analysis competences should always be integrated in a complex work. It is impossible to develop these two alone. Thus, the application, synthesis and analysis competences work together. They are student-centered as, in the majority of cases, the students' product can be

seen only in a day-time. The platforms used as extension are:

- **Voicethread** is a collaborative, multimedia slide show where many people can add comments online. The comments are posted on one common voicethread window and the peer evaluation can be made;
- The same type of recording can be made with **<u>Blabberize</u>, Voki or Vacaroo.**

Analysis competence can be directed *towards* peer evaluation or summative and formative evaluation by the teacher. I am sure that the first type of evaluation is more effective as it develops one of the most important skills, that is critical thinking. The first type of evaluation cannot be made at random, the pupils need directions. The tool that saves time and is very easy to handle is **Rubistar** for teachers.

The advantages of this tool are that the rubric can either be borrowed or made. The *If condional* stories recorded on voicethread platform can be evaluated if the rubric is given to the pupils. In such a way the child will give arguments to support his point of view.

The second type of evaluation is a self-evaluation that a child can do at home to prepare either for formative or summative evaluation. The tool that gives the possibility to the teacher to check integrated grammar is **Gnowledge.** This is an education platform where everyone can create, publish, share and take tests, exercises and assignments.

Thus, all these platforms are very useful and they make any lesson very captivating and interesting and, at the same time, effective.

As a result I would like to propose a lesson plan on teaching Subjunctive Mood in the 8th form, where the above mentioned platforms are used and all Bloom's competencies are developed.

Level: 8th form

Time required: 45 minutes

Goals:

To make the students learn IF-CONDITIONAL sentences in integrated structures;

To make the students learn engagement vocabulary by means of IF-CONDITIONAL sentences;

To train IF-CONDITIONAL sentences creatively;

To record a story, using IF-CONDITIONAL sentences;

To evaluate the other colleagues' IF-CONDITIONAL stories.

Background:

I am a teacher and I believe that if I am not passionate, my students cannot be passionate learners. I am a teacher and I believe that the pupils cannot love English if they are not motivated. I am a teacher and I believe that the students can think, create and evaluate if they are taught interestingly. Thus, keeping in mind the requirements of today's living curriculum, the teacher has to develop all Bloom's competencies to reach the goal. As the book for the 8th form develops only

40

knowledge and application competencies, I tried to facilitate the process of teaching subjunctive mood in the 8th form, using the most common tools to pupils. I advise the teachers to use very easy on-line tools to satisfy the above mentioned goals. These are: Powtoon, Thinglink, Quizlet, Utellstory, Voicethread and Rubrics.

Preparation:

1. Create a Powtoon   presentation on 3 types of *if conditionals* on www. powtoon.com platform. You will create a stunning presentation in seconds that will impress and interest your pupils. To make the students understand better the proposed constructions, create two worlds: unreal impossible that will become possible if one condition is satisfied and unreal impossible that will never become real even if the condition is satisfied.

2.Create a Thinglink poster on www.thinglink.com on the engagement topic. Pin a series of exercises and even a song to train if conditionals. This picture will make the students understand the topic and use the necessary vocabulary.

3.Make up an exercise on www.quizlet.com. It is fun and effective for all pupils. It offers the possibility to train if-conditionals and to fortify engagement vocabulary.

4. Story making on www.utellstory.com will develop both the students' imagination and critical thinking. Such a type of multimedia storytelling unites pupils with different backgrounds.

5. Make the students create an account on www.voicethread.com. It provides an opportunity to reflect and to implement, resulting in higher quality input.
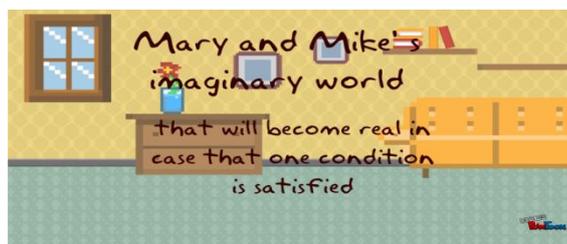
6. Develop a rubric on rubistar4teachers.org. It will help you to assess the pupils' critical thinking. It will provide pupils' feedback on if-conditionals.

Procedures:

1. The pupils are presented IF-CONDITIONAL sentences: a. unreal impossible that will become possible, in case the condition is satisfied/ If Present Simple, Future Simple; b. unreal impossible

41

that will never become possible, might happen in the present/ If Past Simple, would inf.; unreal impossible that will never become possible, might have happened in the past/ If Past Perfect, would have Part. II, using Powtoon. The presentation contains three situations (consult www.portfoliomoldova.weebly.com). This presentation will help to develop comprehension competence. The presentation is accompanied by the following requirement: **Translate the structures and make sentences of your own that will fit the situation.**

2**.** Knowledge Competence can be developed by means of thinglink poster where different activities are pinned (consult www.portfoliomoldova.weebly.com). Here is a poster with if conditional sentences and a song (If I were a boy) that will make the children see and hear the structures in the context. It is possible to fortify the structures in a different context *If I were a girl.* Quizlet is another fascinating tool to gain pupils' interest. The scattered examples have to be joined and translated.

3.Application competence should be developed in a close to life situation. I am sure that the created groups of pupils will like the idea of ending a story begun by the teacher, joining a series of pictures. An example of such a story can be found on www.portfoliomoldova.weebly.com/implementation/.
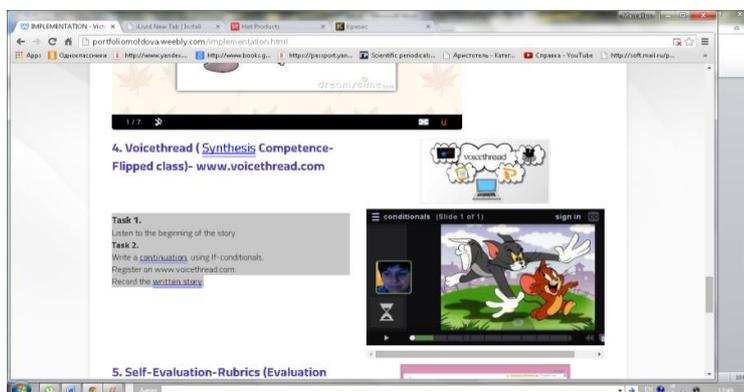
Extension:

4.Voicethread aims at exercising synthesis competence. It should be accompanied by some tasks. The tasks will be given as a homework:

Task 1.

Listen to the beginning of the story.

Task 2.

Write a continuation, using If-conditionals. Register on www.voicethread.com. Record the written story.

5. To diversify the homework, it is possible to use a prepared rubric to train evaluation competence. This kind of activity has the following requirement: **Listen to the recording. Evaluate your colleague, using the rubrics below. Justify your point of view**.

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TEACHING ENGLISH COMBINING NEW TECHNOLOGIES WITH TRADITIONAL METHODS

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Abstract: The article reflects certain ideas of combining modern technologies with traditional methods of teaching English. Its aim is to draw teachers' attention to the fact that technology can play an important role in supporting and enhancing language learning, on the condition that it is introduced and exploited by the teacher effectively; and to offer some examples of successful application of technologies at the authors' lessons.
Keywords: technologies, traditional methods of teaching, integrate, enhance language learning

There is no doubt that technologies have become an indispensible part of our life. We cannot live a day without phoning, taking pictures, playing a game or surfing the net. We can define technology as application of knowledge to the practical aims of human life or to changing and manipulating the human environment.[2] Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive.

Arthur C. Clarke said, "Any sufficiently advanced technology is indistinguishable from magic." Maybe that is why it greatly attracts and interests our pupils. It is impossible to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Various forms of technology help us, teachers to support our teaching, engage students in the learning process, and provide authentic examples of the target culture. [5]

For education in today's society, there are several ways to teach children. Technology is constantly changing and being adapted to education programs in schools. Children are learning with technology at a faster rate and learn how to operate devices at a much younger age. In the past, children have learned through physical teaching. By using pencils, paper and white boards, teachers have been able to teach students, however these materials are beginning to be replaced with modern technology. Now, students use tablets or netbooks to learn each subject. Children are using these devices at a younger age and traditional tools are slowly being replaced by such devices. This phenomenon makes parents and teachers wonder which option is a better method for teaching: Technology or Traditional tools. There are pros and cons of each method. We are for their effective combination.

Since the beginning of educational institutions, traditional tools have been used to teach children the basics of education. From chalk and blackboards to toys and interactive play, children have used physical items to learn math, English, history and other subjects. [1] Having to 'show

44

your work' allows the student to work through the problem and learn the steps for solving. With a technical approach, children are learning the basic methods by computer without seeing the work completed in person on a chalk board or white board.

Over the past few years, our school has begun to integrate new technology into the curriculum. Pupils are able to use netbooks, iPads and other electronic devices. With the new technology, children have the world at their fingertips. Anything they wish to learn, they have access to. This can open up a whole new world for them. Using computers at the lessons gives a great possibility to practice a big number of effective activities. The ones our students enjoy most are listening to songs, dialogues, tales, and doing some tasks based on them; watching films, cartoons and analyzing them, searching for specific information in the Internet, making projects and power point presentations, going on video trips in the English- speaking countries. They also like assignments including on-line grammar or vocabulary activities, games that are both educational and entertaining.

Further we would like to describe several activities practiced by us at our lessons which, in our opinion, successfully combine modern technologies with traditional methods of teaching English. For example, introducing the subject "Love Is More than a Dream" in the 12th form we show our students an abstraction picture that opens gradually and ask them to come up with their associations every time new parts of the picture appear on the screen. Finally, when the picture is completely displayed, students should comment on it and guess the subject of our future discussion.

Working on this subject further, we practice the activity named "A Tour of a Picture Gallery". Students are to look at a number of photos in a slide show and search for some values of love represented in them. This procedure takes place to a pleasant relaxing music accompaniment. Later students practice brain writing and comment on the chosen pictures and the love values they represent according to the following scheme:

What I see	What the picture suggests	What values of love are reflected in the picture

As a result of this activity we will make a common list of love values and may ask our students to rank them according to their importance or suggest some other activities in continuation.

This is how the use of technologies at the lesson assists and enhances language learning encouraging active discussion and creating a pleasant atmosphere for it.

Besides, within studying the given subject, we watch a video film "The Hymn of Love" based on the biblical definition of love and its values.[3] Thus, technologies enable us to provide authentic examples of the target language and culture. It's a great advantage for teaching a language. Moreover, it can prompt a lot of different pre-, while- and post-viewing activities

developing the subject. For example: 1) pre-watching anticipation; 2) while-watching jotting down the main qualities of love; 3) post-watching a) describing the true love according to the Bible, b) giving examples of situations that prove the importance of these values, c) creating 10 rules for each day of our life following the example of the biblical Decalogue.

10 rules for each day of our life

- 1.Take care of…
- 2.Search for…
- 3.Be…
- 4.Select…
- 5.Respect…
- 6.Work…
- 7.Learn…
- 8.Overcome…
- 9.Love…
- 10.Don't let a day pass without…

d) explain how respecting these rules will influence your life, etc.

The question that will continue to be asked by us for years is – which option is better: technology or traditional tools? There is no real answer for this. There is an argument for both sides .While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment. [4] As you see, the activities we presented include a combination of traditional methods of teaching English with the use of modern technologies. We accept that education is changing and learn to adapt to the new curriculum in our school so that our pupils can blossom and develop.

In sum, technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students, but it is the teacher's decision what method to choose. This decision should be made to fit the framework of students in your class and the combination of their ability to work with technology, your comfort level and whether or not an electronic or traditional method would be best for teaching.

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4. Information and Communication Technologies in the Teaching and Learning of Foreign Languages iite.unesco.org/pics/publications/..3214627.pdf
5. The 21st Century Teacher: Modern Foreign Languages. www.becta.org.uk, 2010.

TECH TOOLS IN EDUCATION: SCIENCE FICTION HAS ITS WORD

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Abstract: *Responding to the continuous advance of technology in all domains of human activity, educators have a difficult time choosing between its positive and negative sides. The article examines the attitudes of three science fiction authors who wrote about the effects of technology on education and everyday life. All of them described gadgets and internet connections long before these actually became reality. Reading these works, educators develop awareness of the growing responsibility of teaching in the 21st century, when tech tools are to be used thoughtfully and with great care.*
Keywords: *technology, education, challenging environment, dehumanizing effect of technology, educational effects of technology*

> *Technology is like water to a fish. It surrounds us, and we rarely notice it, but we use it all the time. Instead of keeping children away from the water, we should teach them to swim.*
> Steve Wheeler, Associate Professor (Senior Lecturer) in Information and Computer Technology in Plymouth University's Institute of Education

> *In a digital world, no organization can achieve results without incorporating technology into every aspect of its everyday practices. It's time for schools to maximize the impact of technology as well.*
> State Educational Technology Director's Association, International Society for Technology in Education, and Partnership for 21st Century Skills, Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System (2007)

With new developments in science and technology, changes of human society seem to surpass the limits of human imagination. More than any other innovation, the Internet has revolutionized the world, shaping new forms of communication. The Internet offers numerous educational tools such as Edmodo, Thinglink. Other easily available tools use the power of social media to help students learn and teachers connect. Surveys show that "the rapid evolution of educational technologies makes it increasingly challenging to determine what works best. Longitudinal research that takes years to do risks becomes irrelevant by the time it is completed because of shifts in the technological landscape. The iPad, for instance, became popular in schools soon after it was released and well before any research could be conducted about its educational effectiveness." [12]Thus, educators are engaged in continuous debate whether internet tools are efficient in education or they are rather harmful. Since there seems to be no prompt answer to the issue in question, I have got interested to look at what some science fiction authors wrote about ways education and technology may interact.

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[12] Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. *Education Week.* Retrieved May 23, 2015 from http://www.edweek.org/ew/issues/technology-in-education/

47

In 1963 the science fiction writer Brian Aldiss wrote a short story for a children's science annual[13] about a world, thirty years in the future, where children learn through guided project work. The fictional London Educational Authority funds a trip for a 13 year old boy Jed and his father to Antarctica to survey the melting glaciers: "The sad masses of rock were heavily scarred where the ice flow had once rubbed them, for in this year of 1994, the glacier was smaller than it had been even a century ago." Looking out over the ice floes, Jed adjusts a little apparatus behind his right ear that offers him immediately-relevant information about the world as he explores: "It was a simple thing to do. Many of the parts of the miniputer were synthetic bio-chemical units, their 'controls' built into Jed's aural cavity; he 'switched on' by simple neural impulse. At once the mighty resources of the machine, equal to the libraries of the world, billowed like a curtain on the fringes of his brain…Its 'voice' came into his mind, filling it with relevant words, figures, and pictures. … 'Of all continents, the Antarctic has been hardest hit by ice.' As it spoke, it flashed one of its staggeringly vivid pictures into Jed's mind. Howling through great forests, slicing through grasslands, came cold winds. The landscape grew darker, more barren; snow fell."

Although the story is unbelievable, there is grounded reasoning in the message. Children learn more effectively when they are in a more challenging environment than a school classroom, when they are investigating an open question of real interest. In the story in question Jed was trying to find out about the consequences of global warming. Mobile technology (is this the author's vision of what is called nowadays 'internet'?) gives children rich and relevant information in context, where they can make connections between formal knowledge and personal experience.

The example above is a positive statement left by B. Aldiss, one which comes to support the use of technologies as aid in children's process of exploring and learning. However, there are science fiction writers who shared their concern with the increasing influence of technology in everyday life in general and in education in particular. *The Fun They Had* is a short story written by Isaac Asimov, which deals with schooling in the distant year of 2157. "The Fun They Had" was first published in 1957. At that time, the slow, massive UNIVAC (Universal Automatic Computer) was the most advanced computer available. Isaac Asimov had to use his imagination to predict how computers would change and influence the paradigm of education. Interviewed by Bill Moyers in 1988, Asimov "shares invaluable insights on science, computing, religion, population growth and the universe, and echoes some of own beliefs in the power of curiosity-

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[13] Aldiss, B. (1963) The thing under the glacier. C. Pincher (ed.) Daily Express Science Annual No. 2, Norwich: Beaverbrook Newspapers Ltd.

48

driven self-directed learning and the need to implement creativity in education from the onset"[14]. Asimov expressed his attitude clearly in favour of having computers assisting us in learning. "Once we have computer outlets in every home, each of them hooked up to enormous libraries where anyone can ask any question and be given answers, be given reference materials, be something you're interested in knowing, from an early age, however silly it might seem to someone else… that's what YOU are interested in, and you can ask, and you can find out, and you can do it in your own home, at your own speed, in your own direction, in your own time… Then, everyone would enjoy learning."[15] Surprisingly, these ideas are conflicting with the ones the author projects in his short story *The Fun They Had*.

The general belief is that the author wrote this story to warn us about the negative effects of technology in education. Eleven-year-old Margie hates school, especially the "mechanical teacher" which was "large and black and ugly" and "calculated the mark in no time."[16] She is quite disappointed when the County Inspector managed to fix it. Contrasting the dehumanized 'mechanical teacher', the Inspector "was a round little man with a red face" and he "smiled at Margie and gave her an apple."[17] Having read from the old book Tom had found in the attic, Margie gradually gets more and more interested and she "wanted to read about those funny schools"[18]. Later on, sitting in front of the speaking screen, Margie cannot help thinking about the old schools; she "was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had."[19] It should be pointed out that before they start reading the old book Margie is skeptical; she cannot think of anything that may make school interesting and even exciting. By the end of the story, the girl starts visualizing the advantages of the old schools, children going to school together, playing in the school playground, doing homework together. There is no need to wait for the distant year of 2157, as it was predicted by the author. Even nowadays children spend hours on end with their gadgets; they prefer virtual communication to real one. Many of them do not experience the joy of learning. It could be partially because, as Asimov asserted in 1988 interview "nowadays, what people call learning is forced on you, and everyone is forced to learn the same thing on the same day at the same speed in class, and everyone is different."[20] So, the problem resides mainly in reviewing the whole system of education in the 21st century rather than resisting to the use of technology in schools.

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[14] Isaac Asimov on Science and Creativity in Education in Brain Pickings
https://www.brainpickings.org/2011/01/28/isaac-asimov-creativity-education-science/
[15] ibid
[16] http://www.scholastic.com/teachers/book/fun-they-had-anthology
[17] ibid
[18] ibid
[19] ibid
[20] Isaac Asimov on Science and Creativity in Education in Brain Pickings
https://www.brainpickings.org/2011/01/28/isaac-asimov-creativity-education-science/

Ray Bradbury's *Fahrenheit 451* is a powerful book which points out the negative consequences of technology, although it was viewed and taught for decades as a work which aimed at censorship. The author himself often denied the issue and asserted that the danger he was warning about was the phenomenon of television. In one if his interviews on television and censorship the author declared: "I wasn't worried about freedom. I was worried about people being turned into morons by TV." [21] During his life, the author rejected much of technology. He was even considered a 'technophobe' as he never learned to drive a car and is reported to have used a typewriter for writing his books. His novel *Fahrenheit 451,* published in 1953, describes various gadgets such as tiny personal radios, flat-screen televisions and in-ear communication devices. None of the people in the novel possessing these devices seem to be happy. Mildred Montag, one major character in the book, seems to find neither meaning nor love and affection in real life. Moreover, her suicide attempt suggests that she is in great pain. She is obsessed with television: "It's really fun. It'll be even more fun when we can afford to have the fourth wall installed. How long you figure before we save up and get the fourth wall torn out and a fourth wall-TV put in?"[22] Her obsession with television may be viewed as a means to avoid the conflicts and troubles of her life. Bradbury portrays Mildred as a shell of a human being, devoid of any sincere emotional, intellectual, or spiritual substance. Her only attachment is to the "family" in the soap opera she watches. Undoubtedly, this is a convincing example of the dehumanizing effect of technology on people, driving them to alienation and psychological crisis.

Many more examples of science fiction can be brought to either support the effects of technology or point out its negative consequences. Fear of unchecked technology can be traced in Samuel Butler's *Erewhon* (1872) as well as in Arthur C. Clarke's *2001: A Space Odyssey*. It might be true that science fiction writers mainly have been concerned with the overuse or abusive use of science and innovation. Isaac Asimov maintained: "Anyone could have predicted the automobile, but few could have forecast the traffic jam; anyone could have predicted the television, but few could have forecast the soap opera."[23] Joe L. Kincheloe suggests extending Asimov's paradigm to technological change in general: "Anyone could have predicted the computer, but few could have forecast the … (fill in the blank)."[24] It ought to be the concern of educators to complete the statement. Related to education, the issue should not be merely about pros and cons. Technology doesn't make teaching better or worse, simpler or more complex; it

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[21] Christine Schofelt and Hector Cordon . Science fiction writer Ray Bradbury: 1920-2012
14 June 2012 http://www.raybradbury.com/at_home_clips.html
[22] Ray Bradbury. *Fahrenheit 451* http://kisi.deu.edu.tr/murat.goc/451.pdf
[23] Kecia Hayes et al. *Key Works in Critical Pedagogy*
https://books.google.md/books?id=Bl9j82306IoC&pg=PA2&lpg=PA2&dq
[24] Joe L. Kincheloe. *Exposing the Technocratic Perversion of Education*
http://link.springer.com/chapter/10.1007/978-94-6091-397-6_1

changes it all entirely. Implementing tech tools in teaching involves hard work and continuous reflection. Everything should be reconsidered: the training, the instructional design, the curriculum, the lesson design, the assessment, the classroom management. It is, therefore, a decision that should be supported by at least a community of teachers within an educational institution.

Teachers learn to use technology and incorporate it into their classrooms to reach to their pupils. Yet, how many of us are aware that relying too heavily on technology, learning will become impersonal, devoid of natural human emotion. What teachers should remember is that students need opportunities to interact with their teachers and classmates when they are learning and exploring new ideas and this is especially true about foreign language learning. Our modern obligation is to devote attention not merely to the sophistication of educational techniques, but to the educational and social side effects of new technology.

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DEVELOPING CULTURAL TRANSLATIONAL COMPETENCE DURING TRANSLATION CLASSES

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Abstract: *Cultural knowledge is an important part of cultural translation competence. Since ancient Rome translators have come across with problems on cultural knowledge and cultural differences. This article suggests some ideas that prove how important for future translators is to develop cultural translation competence. Then, it discusses the role of technologies as a relevant support in cultural translation competence.*

Keywords: *translation competence, sub-competences, cultural translation competence, translator's competence, cultural awareness, cultural adaption, sub-skills.*

Introduction

Pym (2002) writes that the evolution of the translation profession has radically fragmented the range of activities involved. If in 1970s, translators basically translated, in our own age, translation they do refers more to documentation, terminology and a variety of activities associated with the localization industry. This happens because the profession of translation seems to become more and more complex because of the large number of the required "market qualifications" of a translator.

Translation defined by Mossop Brian (2003) is at the same time a linguistic, an economic, an artistic, an intercultural communication and power-political activity. According to Bugalski Woitek the main task of translation is to grasp the sense of a cultural message and it has to take into consideration its uniqueness and its relation to the environment. Thus, translation has vital importance in introducing people to other cultures, civilizations, societies that are different from their own, as well as to modern ideas and technical scientific developments.

Sonia Colina (2008) mentions that the essential element of the translation process is not the linguistic system as an abstract concept but the text as a speech unit. The cultural features of a text should be translated relevant to the text because the cultural element is important in translation. Bassnet and Lefevere insist that culture becomes the operational unit of translation.

Translator's competence

Nowadays the communication between nations has become more intense. However the diversity of languages and culture still remain an obstacle that different nations have to overcome. That is why, competent translators aim to build bridges between cultures and countries and help their representatives communicate effectively.

House (1980) describes translators as good professional mediators between writers and readers who know different languages. Whereas Lotfipour (1997) provides the idea that the translators' task is to create conditions under which the source language author and the target language reader can interact with one another. Only a competent translator is able to transfer successfully the

source language in target language so that people who live in one part of the world could understand the ones that live on the other part of the world. House (1980) identifies translator's competence as the fifth basic foreign language skill along with reading, writing, oral comprehension and speaking.

Christiane Nord, a representative of functionalist approach or Scopos theory, thinks that translational competence consists of meta-competence, text-production competence, text-analytical competence, and contrastive text competence. According to Nord, the aim of meta-competence is to cultivate students' sensitivity about the features of their own culture communicative behaviour. As Nida (1964) mentions the differences between cultures may cause more severe complications for the translator than do differences in language structure do. As Nida mentions, cultural implications for translation are thus of significant importance.

Neubert (2000) insists that translation requires a complex set of knowledge and skills. These skills are unique and often differ from each other. Thus, translators cannot possess whole knowledge in all the fields they have to deal with that is they have less knowledge than the original authors. This means that translation competence has to provide translators with the ability to recreate the source text in a context of different language and culture. He proposes that translation competence consists of five sub-competences. One of them is cultural competence. This means that translators have to be specialists on cultures and mediators between various cultural backgrounds.

Roger Bell (1991) insists that translator's competence consists of cultural awareness and cultural adaption. First, translator understands the difference of meanings and connotations in different situations and contexts between cultures. Second, the translator is able to adapt a text for use in another culture. To accomplish this, the translator should master the cultural translation competence.

Cultural Translational Competence

Some theoreticians include culture competence as a sub-competence of translation competence and give it their definition.

Kastberg proposes to call it as cultural competence L1+L2. Christina Schaffner defines cultural sub-competence as the knowledge of historical, political, economical and cultural aspects of the respective countries. While Fox, develops three cultural sub-competences like socio-cultural competence, language and cultural awareness, and problem-solving goals as the awareness of situational, linguistic, cultural or textual elements. Ronald J. Sim includes source culture control and receptor culture control.

In its turn, European Commission and Directorate General for Translation of the European Union languages together with European universities has come with an initiative called European

Master's in Translation that strive " to establish a quality label for university programs at master's level (EMT FAQ 2010). To achieve this objective, the EMT expert group designed their six sub-competences of the translation competence which is called as translation service provision. Its sub-competences are language competence, intercultural competence, information mining competence, technological competence and thematic competence. Intercultural competence consists of sociolinguistic and textual dimension.

Being culturally competent means to understand, to listen and accept diversity and to understand, communicate and effectively interact with people across cultures. Accordingly, cultural competence is an ability to interact effectively with people of different cultures. According to Wikipedia cultural competence consists of four components: cultural self-awareness, cultural understanding, cultural practices and worldviews and cross-cultural skills.

It is important to grasp the full meaning of the word culture in order to understand what cultural competence is. Chamberlain (2005) argues that culture represents the values, norms, and traditions that affect individuals of a particular group, think, interact, behave, and make judgments about their world.

Werner Koller (1979) described translational competence as "the ability to put together the linguistic competences gained in two languages". While Michell Ballard, describes cultural translational competence as the "ability to use both two languages at the same time".

Hannigan (1990) and Dinges (1983) define cultural competence as tolerance to ambiguous situations. It is the ability to perceive the similarities and differences between cultures and opportunities to form meaningful relationship with persons outside one own culture. They insist that teaching students cultural competence means to use an international setting, collect authentic data, get acquainted with new cultures.

Cultural translational competence starts with cultural awareness. A cultural competent translator always understands different types of problems that arise with people of different cultures. The translator needs to understand what happens when two cultures and two value systems meet. In his turn, Peter Newmark (1988) defines culture as the "way of life and its manifestations peculiar to a community that uses a particular language. Thus, each language group has its own culturally specific features.

Newmark divided all the "cultural words" according to concepts (political and administrative, religious, artistic), geography (position and names), ecology (flora and fauna), social culture (work and leisure), customs and traditions, gestures and habits.

It is considered that a few individuals seem to be born with cultural competence, the rest of people have to use considerate effort to develop it by using linguistic components of the new language, to feel the register, the status, the medium and situations in which the language will be

54

used. Crossing the borders of one language it leads the speaker of the L1 into L2 and then into the sphere of intercultural communication that in its turn grows into intercultural communicative competence.

According to Shiffrin (1995) if the speaker succeeds in using adequate language variation, appropriate to the given social and cultural circumstances, then he or she has acquired intercultural communicative competence.

Culture cannot be separated from the translator's task. It forms an integral part of the building of the translational competence. To develop translator's cultural competence means to develop the awareness about cultural differences, relations between cultures and provide strategies to solve intercultural problems.

Since ancient Rome translators have come across with problems on cultural knowledge and cultural differences. The main concern has traditionally been with words and phrases that go to one or another culture and are almost impossible to be translated. For example: *basketball, squash, pizza, ie, placinta, mocasin, etc.*

While exploring the intercultural communicative competence a translator has to understand the role of culture and intercultural phenomena in communication. *Etiquette, politeness expressions,(How are you?* Could you*…) and social life* shape people's behavior through different life activities and through culture (*Clubland)*. Producing an acceptable translation into the target language serves as a means to develop sensitivity to many students. Students learn to translate ideas not separate words. At the same time, students should know that sometimes only some cultural elements not the whole cultural phenomena are present in the text that they have to identify.

Teaching cultural translational competence

The professional program aimed at translational training first, has to develop learner's language proficiency. Then, it should train students' intercultural communicative competence or the ability to know *when to speak and when not to, what to talk about with whom, when, where and in what manner.*

Kiraly argues that the goal of modern translation program should be to encourage students to develop their translator's competence as well as their cultural translational competence. This will properly prepare them for the translation market. This means that students should develop the competences and knowledge that exist beyond the concept of translation as professional and interpersonal skills essential for a translator to function successfully in today's translation industry.

During translation classes students usually learn that the main translator's task is to be able to *decipher* or *decode* the original author's message and then to *encode* the message for the target reader.

1. *While decoding the source text students have to identify:*

- Who and what the text was written for? Is the text informative, vocative or expressive?

- What is the style of the text (the register, the literary style, the dialects, the linguistic forms.)?

- What is the cultural phenomenon? (national, local, ethnic or epochal features-language, religion, history, customs and traditions, geographical names, proper names)

2. *By encoding the message,* they have to identify new vocabulary, grammar patterns (mood, tense, aspect, voice), and of course, the problem of the text. A translation problem may become a word, a phrase, a phrasal verb, an idiom etc. At last, to create the target text close to the target reader culture.

Students are encouraged to become autonomous, independent, self-efficient, and life-long learners; that is why, the translation training is student-centered classroom. Students are equipped with a wide range of professional and interpersonal skills, knowledge and competences which they will need to meet the requirements of an ever more-demanding job-market.

The essential features of *the learner-centered classroom* include such classroom interaction as *collaborative learning environment*, *pair and group work*, *discussion*, *simulation.* To motivate the students usually short authentic texts (newspaper or magazine articles, letters, advertisements, reports, notes, etc.,) are brought into the classroom. The teacher's role is to monitor and help students that often work in pairs or groups. This helps to listen to different ideas and a lot of variants of translation. *Brainstorming* is a technique very often I use to identify the problem.

Then students have to work individually on a text where they prove that they gained some knowledge and competences during translation classes. As a result, their portfolio will consist of a number of translations that will be handed for evaluation. Their portfolios also include lists of terms from different life fields (law- *QCs=barrister*, education-*grammar school, public school, vocational training, gymnasium*, Oxbridge, history-*Victorian*, geographical names-*Houme Counties*, politics-*House of Commons, Tory*), phrasal verbs-*look after, go on*, idioms, realia, abbreviations- *BBC, MP*, false friends of the translator, the articles they translate.

Technology tools applied to translation

Technology has entered the classroom and become one of the main tools that help the teacher to produce translation activities suitable for increasing the students' translational skills and their ability to use the technology both during the translational classes and working individually at

home. It supports students to accomplish the main task that is to find a suitable approach in identification of translation problems and then the ways to find the right equivalent.

Nowadays technology development constrains students to use a wide range of electronic tools. Most of electronic tools are simple techniques that   accelerate and broaden the production of target texts. It can be done with web searches, translation memories and glossaries. The technology allows students to make them wider ranging, dealing with more of the world in less time.

PACTE elaborated their Translational Competence Model that consists of five sub-competences: bilingual, extra linguistic, translation knowledge, *instrumental* and strategic sub-competences.

The *instrumental sub-competence* comprises the knowledge required to work as a professional translator such as the use of sources of documentation and *information technologies* applied to translation.

Jean Vienne also tries to define this concept as a set of competences. One of these competences is technical competence or the ability to use translation technology. Hewson (1995) added a set of other "competences", where some of which are "access to and use of proper dictionaries and data banks".

Nowadays, the computer has really become one of the most important tools of the translator in translation. Being a competent translator, means to maintain information technologies skills up-dated. The web resources that allow translators to have an access to include search engines, online encyclopedias, translator forums, online language corpora, databases, collections of parallel texts.

These electronic tools can provide valuable examples as to how individual foreign items are usually worked with in the target culture.

Among the specific ICT for the translator are:

a. *Automatic translation and computer assisted translation* including translation memories.

b. *Internet* that provides the professional translator with considerable advantages in documentation task. It allows the translator *to access a huge quantity of data and publications.* It helps *to communicate with experts and translators* in all parts of the world.

Some of the most important tools offered by the Internet are:

1. Google and Yahoo that are the leading search engines.

2. The use of *Corpus Linguistics* can be of great help for the professional translator.

Monolingual and *bilingual corpora* are made of a group of source texts and their respective translations

3. *Texts* written in *two or three languages.*

57

4.   Concordance generator program which can find all the times that a certain term appears in a text or in several texts written in electronic format. It can also show lists of contexts in which the term appears.

There are also some specific ACTs tools applied in the work of the professional translator such as Machine Translation and Computer Assisted Translation (CAT).

- *Machine Translation* provides the computer analysis and produces a target text without human intervention.

- *Computer Assisted Translation (*CAT) is a computer aided translation, where a human translates, creates a Target Text with the assistance of a computer program. The machine supports a human translator. CAT can also include standard dictionaries and grammar software. A translator can also use electronic encyclopedia and digital knowledge databases.

During the translation phase, the source text information is adapted to the context of the target text culture. It requires deep cross-cultural understanding and strong intercultural competence and strong intercultural communication skills.

Then the formulation phase confronts translator with challenges regarding the production of the Target Language Text assisting the translator with the use of dictionary and terminology databases. The translator can also look into text archive over the internet to check some translation solutions in the target language.

Being able to identify the cultural phenomena or at least some cultural elements, help students to understand better the text and then applying modern technologies make a good translation. Cultural competence and all other sub-competences work as a system that activates translation competence and other respective parts that refer accordingly to the problem and the situation surrounding it.

The prime impact of technology in developing Cultural Translational Competence is to extend the range of such net works as internet resources and to create networks for contacts.

Conclusion

The development of cultural translation competence depends on the background knowledge and students' native culture and how it is represented linguistically in a foreign language.

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INTEGRATING WEB RESOURCES INTO A LANGUAGE CLASS

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Abstract: The given article analyses the strengths and weaknesses of using web resources in a language classroom. In addition, it deals with an overview of the web resources that can be used in a language classroom and offers insights on their possible use. The article also suggests a sample lesson plan, based on language competences, which is supplemented with the web resources used.
Keywords: web resources, weakness, strength, competence, lesson objectives.

> "If we teach today's students as we taught yesterday's,
> we rob them of tomorrow."
> John Dewey

The 21-st century is the era of technologies, they dominate our daily activities, and very often, our carrier growth depends not only on our professional skills and on abilities, but also on the IT skills, we possess.   Since we prepare future professionals, it is high time to consider the stand we take with regard to technology. Although, students are very proficient users of social media and Internet resources, we will be surprised to learn that they lack the skills, required to perform some academic or job-related task. Therefore, we teachers should revise the way we teach and try to develop in students certain skills that would be useful in their future carriers.

Integrating web resources is a precarious issue, as it has both advantages and disadvantages and one has to weigh them thoroughly before making a choice. Each web resource we use in the classroom has to be selected carefully. We do not bring a web resource into the classroom just for the sake of the resource; it is a tool to achieve some aim. Therefore, only when we have set definite aims and objectives, we can decide on the web resources that will help us achieve them. Additionally, we have to take into account the age and interests of the students, the level of English required to perform a given task, as well as the credibility of the web-resource. Integrating web resources does not necessarily mean that teachers have to bring the Internet into the classroom; they can as well use Internet resources to prepare exciting and useful worksheets and activities. The teacher is the one who knows the best what his/ her students need. It should be kept in mind that a web resource remains just a tool and is of little value without a skillful teacher, who, having the necessary knowledge and professional skills, can make it work effectively.

Integrating web resources can be daunting at times. First, not all of the classrooms are equipped with computers and Internet connection, so the teacher would have to make the necessary timetable adjustments. Second, sometimes technology does not function because of various reasons; Internet speed may be slow or absence of Internet connection, lack of certain

applications on the computer in class, or simply teacher's inexperience. Finally, it often happens so that having access to the Internet students are distracted from the lesson.

Provided that teachers realize the importance of IT skills in one's professional carrier and are motivated to develop such skills in their students, they will easily overcome the above mentioned obstacles. It is not a problem to bring a laptop into the classroom, or to arrange the timetable in such a way as to have at least one lesson per week in a classroom, equipped with a computer and Internet access. To be able to cope with technical failures it is advisable to have a backup and, if needed, use a similar activity that does not require any technology. With regard to teachers' lack of experience, the more they involve in such activities, the more experienced they become. At the beginning, almost every teacher faces certain technical problems. It is a good opportunity to involve the students and ask for their help, thus establishing a friendly relationship with them. Additionally, it will make them feel proud of the fact that they can teach a teacher. Finally, to keep the students' attention we just need to make them interested and involved in the subject of the lesson. If the students are busy, they will not have time to search the Internet. Web resources bring variety into the classroom and contribute to a more enjoyable atmosphere.

Once the teachers have solved all the technical problems, they can assess the advantages of web resources in their class. First, a teacher is not limited to the textbook only, s/he can choose from a variety of resources, depending on the objective of the lesson. Teachers are very collaborative and they are eager to share the worksheets and online exercises they have created, as well as provide valuable feedback on their use. Such a database of activities can save time and effort. Additionally, by communicating with their peers, teachers improve their professional skills. A good example of such resources can be the portal developed by the British Council [http://learnenglish.britishcouncil.org/en/], where teachers can find relevant video and audio podcasts, vocabulary and grammar exercises, as well as interactive games. Teachers can also share their ideas and learn from each other.

However, if the teachers do not find the resources that suit the needs of a particular lesson, they can develop their own activities and worksheets. Tools for English [http://www.toolsforenglish.com/] offers sufficient tools to meet the needs of any teacher. It gives the possibility to prepare a great variety of grammar and vocabulary exercises.

Another valuable web resource is The Teachers Corner [www.theteacherscorner.net/]. Here teachers can find various resources, lesson plans, worksheets and activities, as well as create their own. Additionally, it has a special section for collaboration projects. The collaboration projects are learning activities that provide collaboration between two or more classrooms. Students from various locations around the world can interact with one another to work on a similar topic for a specific length of time. Using the Internet students and teachers will share their activities, findings and reflections. In addition to student collaboration, teachers are also provided with the necessary tools to collaborate with one another. Using this tool, teachers can easily create a crossword puzzle or a word search, using the necessary vocabulary.

Fig. 2. Crossword Puzzle Maker [http://worksheets.theteacherscorner.net/make-your-own/crossword/]

Accessing the grammar portal English exercises [http://www.englishexercises.org/] teachers can find a great variety of grammar games that might be used to motivate students to train their grammar. Most of the students consider grammar to be boring and difficult, but providing them with such an exciting resource, teachers may be sure that students will enjoy working practicing grammar. Teachers from all over the world provide exercises for this site, thus contributing to professional exchange and collaboration. The users can choose from a variety of vocabulary topics, as well as from grammar subject. The exercises are made, taking into account the students' age and level of English, e.g. in picture 3, you can see a sample interactive exercise, requiring students to use the correct modal verb. The students will play and learn the usage of modal verbs.
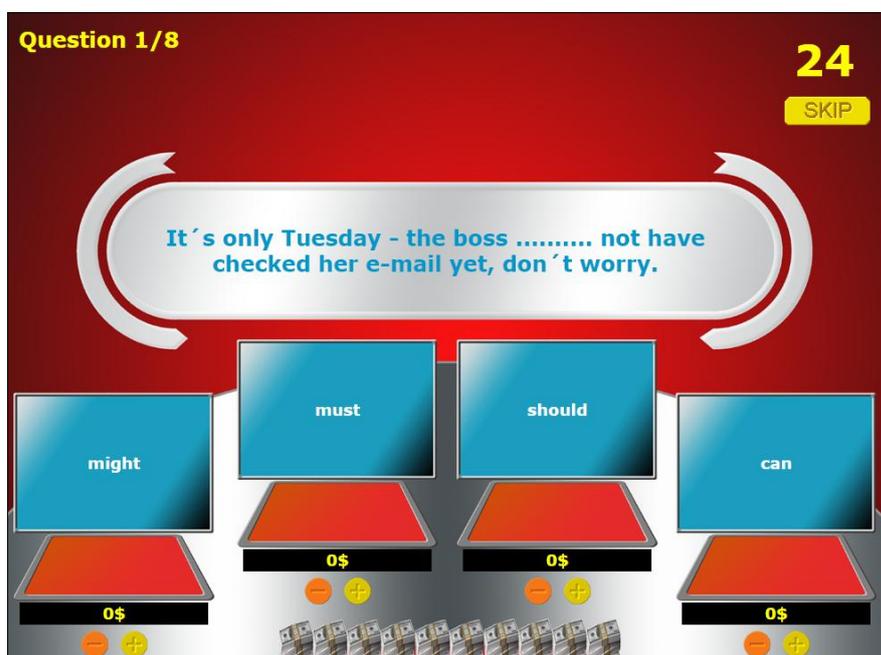

Fig. 3. Grammar section, modal verb [http://www.englishexercises.org/millionpounddrop/game.asp?id=13466]

My English Pages [http://www.myenglishpages.com/] is another multifunctional site, where teachers can find materials and activities for any type of lesson, be it reading, speaking, grammar, vocabulary, or listening and conversation. Unlike other sites, my English Pages has a section for conversation formulas, supplemented with exercises, it also dedicates a special place to literature and teachers can find some good poetry and abridged texts for different topics. Additionally, it has a writing section, which offers insights on how to write various types of essays, letters, and reviews.

Fig. 4. Writing section [http://www.myenglishpages.com/site_php_files/writing.php]

Ted Talks [http://www.ted.com/] brings a great variety of speeches into the classroom, as well as authentic English. It is advisable to use this resource for more advanced students. The site offers a huge number of speeches on various subjects starting with the most common and ending with very specialized ones. The speeches are grouped by topic and can be selected by their length. They are also supplemented with scripts in English and many of them have been subtitled in various languages. In case, the classroom is not connected to the Internet, the videos can be downloaded. The teacher can use them as basic visual material to teach a topic, or as a tool to introduce a theme. The scripts of the video can be used to create gap fill exercises, and then students would watch the video and fill out the gaps. Depending on the teacher's interest, s/he may remove the verbs, prepositions, articles, conjunctions and make students work with them.

Fig. 5. Ted Talks [http://www.ted.com/playlists/129/ted_under_20]

Thinglink [https://www.thinglink.com/] is an excellent tool that will help the teacher organize the lesson and place all the web resources s/he needs for the lesson in a single place on a thematic picture, selected by the teacher. This tool allows for the creating of interactive pictures that will become functional the moment you touch it with the finger on the interactive board. All

that one has to do is to select the necessary resources and add them to the chosen picture. This picture can be shared with other colleagues, modified and used for several purposes.

Fig. 6. Interactive poster created with Thingling [http://translationclass.weebly.com/presentations]

To develop students' creativity one can use several resources available in the Internet. It is possible to begin with cartoon makers. Such sites allow students to create cartoons using the necessary vocabulary. A good tool is Pixton [https://www.pixton.com], where users can create comic strips, story boards and graphic novels. This tool will enable students make colourful and interesting stories, which would represent their individuality. In the figure below, you can see an example of comics to be used a brainstorming exercise.

Another activity that develops creativity is making students keep a diary or write their essays or poems in the form of a book. They will have the possibility to choose a cover for the book from the available ones, or even design their own and then publish their creations. Naturally, it requires some much preliminary work, proofreading and editing both by the student and by the teacher, but in the end, they can obtain something valuable, a book of one's own. Story Bird Fig. 7.
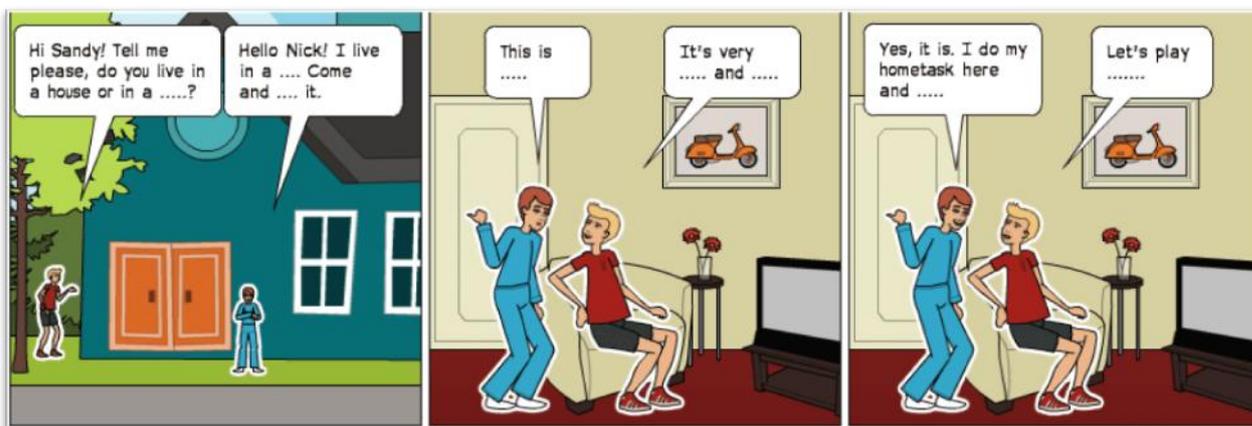
Comics. Topic types of dwelling. [https://Pixton.com/ic:fnyaj7tr]

[https://storybird.com/] offers you the necessary tools and all the necessary support.

As it can be seen from the above mentioned, there is a variety of resources that can diversify the language lesson and make it interactive and integrated. Students can both benefit and enjoy such a lesson. To demonstrate how this can be applied in practice, I suggest a lesson plan that is based on the development of language competences. To implement the plan the teacher will

65

have to use the given web resources. However, the teacher is free to choose from the proposed activities, s/he may follow the given plan and use only the suggested web resources, or choose the ones that would suit the needs of a particular group of students. You can find the lesson here [http://moldovawebsupportgrade6.weebly.com/lesson-2.html]

We live in the time when everything has to be not just multifunctional and effective, but also appealing, even teaching. To my mind, web resources give us the possibility to design fascinating and useful lessons for our students. It is up to the teacher to find a balance between the traditional teaching and teaching with integrated web resources.

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Thinglink https://www.thinglink.com/
Sample lesson http://moldovawebsupportgrade6.weebly.com/lesson-2.html

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IMPLEMENTING FLIPPED CLASSROOM PRACTICES IN MOLDOVAN UNIVERSITIES

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Abstract: Language teaching practices have greatly changed over the last years. Due to modern technologies used in the language class teaching has become more dynamic and interesting. The topic of flipped classroom (also called the Thayer Method, reverse teaching, backwards classroom and inverted classroom) has not been implemented in Moldovan schools and universities so far. It is a pedagogical model in which a lesson and homework are reversed, so the learners get knowledge before they come to class. The teachers' goal is to instruct the students to discover new information and further apply it during the lesson. It might be a good idea to use it in Universities for the so-called 'contact indirect cu studenții' i.e. guiding students' independent work as it is required by the Curricula, and it can become a great learning tool for students with disabilities and special needs.
Keywords: flipped classroom, a pedagogical model/approach, lecture-based class, audio/video presentations

There has been tremendous advancement in technology nowadays in most spheres of people's lives. The field of education makes no exception. The number of students who would rather use computers for study and research than stay in libraries reading books has increased. Some of them have decided to renounce the traditional way of learning giving preference to online courses and even online universities. Correspondingly, these changes in the teaching/learning process have brought a certain dispute concerning the role of teachers in the educational process that might become less important with the introduction of new technologies in class. However, nobody denies the teachers' role in the learning process because no machine will ever successfully replace the human interaction and its outcomes.

It is indisputable that a modern language teacher should adjust the language teaching tools s/he uses. The teacher's main goal is not just to make students learn a foreign language, but also to cultivate their 'taste' for learning a foreign language. It is common knowledge that in order to develop students' language learning skills, the teacher should use relevant strategies, methods and techniques. They have got a few new approaches to language teaching at their disposal that would enable the students to adopt certain practices in order to enhance their language competences, though they might be rather challenging at times. A modern specialist should be aware that the system of teaching and learning has recently undergone a tremendous change, more and more technologies being used in class, thus making teaching and learning more interesting and accessible. Methodologists consider that the traditional lecture-based class where students usually sit and passively acquire the new material is not the most efficient way for the students to learn. This often leads to mechanical memorization without the opportunity to really understand what the new topic means, or moreover, how to apply the obtained knowledge in real-life situations.

Among this great variety of approaches and methodologies, flipped learning (FL) deserves proper consideration, as it guarantees learner involvement at any time and place. In modern methodology the flipped classroom is defined as a pedagogical model in which the traditional lecture and homework parts of a course are inversed. "Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." (What Is Flipped Learning? n.p.)

This teaching method is also knows as flipped classroom, the Thayer method, reverse teaching, backwards classroom and inverted classroom. It was developed in the 2000s by Jonathan Bergmann and Aaron Sams aiming at helping the students who missed classes. They started with creating PowerPoint presentations of their classes with the audio support, later they introduced short video presentations. Within the time they have realized that such a model saves a lot of classroom time, that could be more effectively used to practice the learnt material during the direct contact with the students. In a nutshell, FL is the reversed traditional class setup in which the learners acquire key-content outside of class (usually at home), and then they sit together in class doing exercises, working interactively in pairs and/or groups, discussing and clarifying difficult issues, participating in problem-solving activities and team building games, performing simulations, doing case study reviews, carrying out experiments, asking clarifying questions and trying to find correct answers under the direct supervision of the teacher. Thus the students are engaged in collaborative learning. This model turned out to be successful in American High Schools, but it is rather disputable how appropriate it is to use FL in the university; or whether all the subjects could be taught via this model equally effectively. However, there are several problems while considering the implementation of FL in higher education settings. There is at least one issue to think about- are the academics in Moldova ready to start using it, and/or are the students eager to learn in such a way? Teachers will definitely have to redesign their classes that used to have a lecture-based format; they will need to prepare and register short online presentations, and develop interesting interactive activities to be done in class. The students, in turn, will have to spend more time on independent studies, which is not a norm in Moldovan universities yet, as they are used to the traditional model when nearly everything is explained in class. Very few teachers design their lectures in such a way, that the students have to find the answers to many questions themselves. I would dare say FL is a challenge for both the students and the teachers. I am convinced that FL is a very powerful tool for the teachers to use in practice. It can be included in the teaching process not only to diversify the approaches, methods and techniques used by teachers, but also to differentiate teaching for the students with special needs

68

or learning disabilities. It is regrettable that in Moldovan educational institutions the administration does not provide equal learning opportunities for all the students. Most of the buildings lack lifts, that practically makes access to classrooms impossible for the students with locomotor disabilities, that is why FL is a good learning option for them. FL can also be very helpful for learners with hearing or visual impairment, as teachers can upload their video and audio presentations, that will definitely make learning much easier. Given these points, FL is a perfect solution for such students.

It is a well known fact that students have different learning styles, and it is often a major challenge for teachers to meet the needs of all the sudents in their class, provided that the lesson lasts 45 minutes in schools and 80 minutes in universities. FL gives the opportunity to satisfy all students' needs, as they can watch the presentation (visual learners), listen to it (audio learners), do some practical tasks (kinesthetic learners) as many times as they consider necessary, in order to assimilate the taught material.

Another practical application of FL in Moldovan universities could be the so-called *'contact indirect cu studenții'* i.e. guiding students' independent work (as it is required by the Curricula). The teachers have identified lots of forms how to organize and check this mandatory academic task. Perhaps, the students themselves could register some of their presentations and further upload them on the teaching platform (e.g. MOODLE), so that the teachers, this time, could watch the presentations (videos, PowerPoints, etc.) at their own pace and evaluate the students' performance.

We are aware that implementing a new model is rather challenging, it takes some time for recognition, acceptance and adjustment. As soon as it becomes a norm, teachers and learners feel more comfortable using it and they cannot even imagine how they have managed without it before. There are some things to consider before using FL in practice:

1. The students should be open to such a switch from a traditional learning model to something new. They must be personally interested in acquiring the information. Perhaps, without learners' conscious engagement FL is likely to fail.

2. It is preferable that in a foreign language class the students have more or less similar language proficiency levels.

3. It is the teacher's responsibility to develop and organize a number of original activities which will definitely affect each learner's potential experiences, i.e. these activities will stimulate and inspire the students to go further in order to obtain more learning/practical experiences. The more engaging activities the teachers use, the better the results will be.

4. The teacher becomes a facilitator and a guide using diverse learning possibilities, both online and in the classroom.

5. However, in order to successfully implement FL, the administration of the educational institutions should create good conditions for the teachers to work on their presentations, i.e. guaranteeing access to relevant updated information, modern equipment for video/audio recordings, etc.

6. Moreover, the administration will have to rethink the model of calculating the teaching load, considering the time spent on preparing the presentations, as it will take much more effort and time than getting ready for a traditional class.

7. At the same time, the teaching staff should understand that implementing FL does not mean that the traditional lecture-based model is excluded completely. In some cases the traditional model can be more effective than FL. As Doug Holton affirmed, "While nowhere near as effective as active learning (where students may learn twice as much and may be three times less likely to drop out than in traditional lecture-based courses), lectures do still have a place and can be more effective if given in the right contexts, such as *after* (not before) students have explored something on their own (via a lab experience, simulation, game, field experience, analyzing cases, etc.) and developed their own questions and a "need to know."(Holton)

Teachers might ask themselves how to start implementing FL. They can adjust the learning contents to new forms. First of all they could divide the teaching material into instructional blocks- from simpler modules to more complicated ones. In class the teachers are advised to use the so-called workshop model which is more interactive than the traditional one. The students, under the supervision of the teacher, learn to 'construct' their knowledge in class cooperating with each other. One of the main challenges might be working on projects or doing the homework in class. The teachers will have to learn how to monitor each student individually and answer his/her questions. In such a way the teachers get a better understanding of their students' needs and strengths.

Obviously, teachers and students of the 21st century have got free, easy access to up-to date information due to advanced, modern technologies. They provide unprecedented learning opportunities to students and teachers, as well as entailing elaborate challenges. Teachers still guarantee access to knowledge, but within the time they should carefully rethink and redesign their teaching beliefs creating reasonable learning conditions for students to investigate, analyse, synthesise, compare and interactively build their knowledge from a huge variety of available sources. This entails a need for a shift in their role: from providers of knowledge to designers of learning. Moreover, it is a never ending process, so language teachers will always feel the need to explore the latest teaching tools for the benefit of their students. In FL the students are motivated to learn independently, being exposed to a great variety of learning contents, tools, methods and

70

practices. It is eventually their responsibility to organise the learning process in an optimal way, thus obtaining more time for research and practice, gaining the necessary skills in order to be able to implement them in practice.

To sum up, modern foreign language teachers who have advanced teaching views will accept and use relevant strategies, approaches, methodologies and techniques aiming at enhancing language learning. Such progressive teachers will be good facilitators, resource persons, clever task givers as well as unbiased evaluators.

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