http://www.dissercat.com/content/struktura-leksiko-semanticheskogo-polya-ptitsa-v-yazykovom-soznanii-nositelei-russkogo-angli#ixzz3cfdxubQ7

8. Newmark, P. (1988). A textbook of translation (Vol. 1, p. 988). New York: Prentice Hall.

9. Sapir, E. (1929). The status of linguistics as a science. Language, 207-214.

Н.О. Котляр
Российский Университет Дружбы Народов

ОСОБЕННОСТИ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ ПРИ ПОМОЩИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

В статье рассматриваются особенности дистанционного обучения. Автор рассматривает основные проблемы, связанные с дистанционным обучением, такие так отношение преподавателей к данному подходу, вопросы о качестве обучения и эффективности дистанционного образования на практике. Выявлена и обоснована необходимость дистанционного обучения для людей не имеющих возможности посещать занятия. В соответствии с Дезмондом Киганом рассматриваются четыре основные характеристики дистанционного обучения: «разделение преподавателя и ученика во времени или пространстве», «признание учебным заведением», «использование значительного количества технических средств» и «двусторонняя коммуникация преподавателя и ученика». В статье так же рассматриваются положительные и отрицательные стороны дистанционного обучения и возможность применения такого подхода для изучения иностранных языков.

61

N.O. Kotlyar
Peoples' Friendship University of Russia

SOME ASPECTS OF DISTANCE EDUCATION IN TEACHING FOREING LANGUAGES

The article deals with the characteristics of distance education. The author consider generally problem in distance education, such as the ratio of teachers to this approach, issues about quality of education and the effectiveness of distance learning in practice. The necessity of distance learning for those learners whose responsibilities preclude attendance in a traditional classroom have been found and substantiated. According to Desmond Keegan discusses four major characteristics of distance learning "separate of teacher and learner", "program is controlled by an organised", "some form of media is used" and "Two-way communication." The article also discusses the positive and negative aspects of distance learning and the possibility of applying this approach to learning foreign languages.

Key words: distance education, foreign languages, relevance, outstanding characteristics, motivation, self-efficiency, flexibility.

Introduction

The number of distance education academic programs continues to expand each year. Adult foreign language instruction, however, is one subject that seems to lag behind other subjects. This may be partly due to the perception that a language can only be learned in the presence of an instructor.

Some teachers may feel threatened by the introduction of new technologies and methods, but distance education should not be

viewed as a means of reducing costs, but as an opportunity to remove barriers, and to provide quality learning opportunities.

Caution must be exercised when deciding to use distance education technologies, but, if used properly, they can be an advantageous complement to existing language learning methods.

Distance education provides greater access that allows instruction to take place between geographically separated teachers and students. Through the use of advanced technologies, it is possible to develop distance education programs that address the needs of those learners whose responsibilities preclude attendance in a traditional classroom, or who are geographically dispersed (Malyuga, Ponomarenko, 2012).

It may be argued that the Internet and computer technology employed in distance education courses can in fact enhance language courses offered at a distance so that they are actually more effective than traditional face-to-face instruction. The ability to provide relatively inexpensive, instantaneous, global interactivity, between individuals and computers is what gives effectively designed distance education such potential in the educational arena.

Language instruction delivered in a distance education format can be just as effective as any other type of instruction and, using the Internet as the communications medium, perhaps even more so. The Internet utilizes advanced technologies of image and sound, storage and retrieval, and because of these features, it may even prove to be the ideal vehicle for delivering foreign language instruction via distance education.

Despite an apparent abundance of literature on distance education, and a considerable body of literature in the field of English, relatively little has been written about language teaching and learning at a distance. Many businesses and educational institutions are attempting to provide distance education to traditional instruction.

Desmond Keegan attended the University College Dublin where he pursued a BA in Classical European Civilization and his MA in Medieval European Civilization. In doing his PhD with the University of Adelaide he peaked in his writing and did his thesis on "The Theory of Practice of Distance Education". This thesis study was further translated into Italian and Chinese in 1994 and 1997 respectively. His thesis was published and was set to be used as a prescribed text at the University of the United Kingdom for the MA in Open and Distance Education in 1997. Dr. Keegan was the one who laid the foundation of differentiating Distance Education from regular study. He initiated the international journal Distance Education which is now in its 36th year of publication. This he began in 1979. This was the first publication of its kind to focus on Distance Education as a new area of scholarship. Keegan proposed some of the fundamental issues which are still outstanding giving students the opportunity to research and discuss areas of distance education. Some of the issues include The Role of Time Synchronous Technology, Access Equity and Social Impact of Distance Education, Didactics or Skills Required by Learners and Teachers in using Electronic Technology and The Market and Willingness of Students to Partake in Electronic Classrooms.

According to Keegan, distance education is an educational model in which the student and instructor are separated by time and place. The terms distance education and distance learning have been applied interchangeably by many different researchers to a great variety of programs, providers, audiences, and media.

Hallmarks of the distance education are the separation of teacher and learner in space and/or time (Perraton, 1988), the volitional control of learning by the student rather than the distant instructor (Jonassen, 1992), and non-contiguous communication between student and teacher, mediated by print or some form of technology (Keegan, 1986; Garrison and Shale, 1987).

It includes a variety of non face-to-face teaching procedures; ranging from basic correspondence courses to computer-enhanced interactive video. A basic definition that is generally accepted by most theorists of distance education includes four characteristics:

1. Teacher and learner are separated for most of the learning process.

2. The course or program is influenced or controlled by an organised educational institution.

3. Some form of media is used, both to overcome the physical separation of teacher and learner and to carry course content.

4. Two-way communication in some form must be provided between teacher and learner.

Keegan developed these four points for his comprehensive definition of distance education, which has been debated, redefined, and rewritten by many people.

Most now agree in principle that these four factors must be present for something to be considered distance education.

The first characteristic deletes courses that mostly occur in a classroom, with an occasional television or correspondence lesson or module. Classroom teachers who occasionally use an educational cinema or require their classes to watch a television show at home cannot be said to be teaching at a distance. The second criterion eliminates most self-study programs, such as individuals reading in a subject without formal guidance. The third is interpreted broadly, sometimes defining as distance education a correspondence course whose written material makes heavy use of illustrations. The fourth is also broadly interpreted: Two method of communication can mean everything from high-tech interactive video or online computer communication to the bulky, but effective, written communication between student and teacher, in which the student submits an assignment and the teacher returns it with comments and suggestions.

It should be noted that, although not included in Keegan's points, a fifth area of agreement among most theorists is that distance education is a form of Open Learning. Student autonomy is one aspect of Open Learning, the autonomy to choose courses, put together a particular course of study, set a time frame for completion, and even set assessment standards.

Therefore, socio-economic changes are being brought about by the emerging information age, the rapid changes in technology and communications, the emerging global economy and change in population demographics. Educators are facing an increasingly various student population in need of training, retraining, and updating of skills to acquire new jobs or to keep current in present occupations. Cconvenient and quality educational opportunities should be made available to anyone who iss them. With the advance of technology, distance education is an alternative means of delivering quality instruction to those who desire it.

Almost every country in the world has some form of distance education. International Council for distance education (ICDE) estimated that at least ten million people study at a distance worldwide every year. The boom in distance education has occurred for several reasons.

In developing countries, the thrust for modernization has led to a need to expand education beyond the primary levels and to improve teacher training on a scale only possible through distance education. In these contexts, distance education is also used for rural and community development.

In developed countries, distance education is used primarily in the context of continuing adult education for such purposes as working on personal development, updating skills of employees, and retraining unemployed workers. A universal reason for using distance education is to equalize and widen opportunities. Distance education enables learners to gain access to educational

66

resources, which they may, for geographic, social, or economic reasons, lack access to in their traditional form.

In fact, distance learning has advantages over traditional instructional methods by offering the opportunity to: achieve equity of access, share resources, provide personnel when teachers are unavailable, extend existing personnel, provide special courses, adapt to individual learning styles, and improve flexibility regarding location, time, and scheduling.

Though the growth of distance education is noted as a significant feature in the current higher education environment, educators are not of one mind about distance learning. Some welcome the opportunity to expand access to higher education to lifelong learners not well served by traditional courses offered on-site. Others welcome the chance to enrich education for distant students via technology to create a new, active, student-centred learning experience. The key factor is establishing the right mix of teaching modalities that includes instructor-led teaching, as well as computer and multimedia based learning opportunities.

Distance education technologies are expanding at a rapid rate, encompasses essentially all learning technologies, including postal distribution, video broadcast, CD-ROM and Web delivery in which instruction and learning interactions may take place independent of the relative physical locations of the individual participants. Too often, instructional designers and curriculum developers have become enamoured of the latest technologies without dealing with the underlying issues of learner characteristics and needs, the influence of media upon the instructional process, equity of access to interactive delivery systems, and the new roles of teacher and student in the distance learning process.

What about distance education Distance Education in Foreign Languages?

There are strong advantages to a distance education approach to foreign language acquirement. The quality of distance learning has greatly improved in the past few years, as both students and educators have become more comfortable with the technology. Of course one must be selective, because not all possible language-related electronic activities will provide a quality experience, but it is worth exploring those that do.

Given an active environment, distance learning has a major impact on second language acquisition and retention, attributable primarily to students' constant choosing. Research now accumulating is showing that as students make their various choices in an interactive format they often are also tailoring the program to their needs. One of the best recent examples is the set of classes which required chatroom interaction on topics allowing the students a range of choices, monitored at Washington State University during fall 1999 (Payne). The students who participated in the chatrooms twice weekly instead of attending their usual university classroom improved more in both writing and oral skills than did the students who spent those same two time periods in the classroom. The increased performance abilities are directly attributable first to more interaction than what can be arranged in an on-site class, and second to students having to choose which topics to pursue and what vocabulary words to use.

A further example of the greater learning produced by student-centered foreign language classrooms is documented in cognitive styles investigations (Ehrmann, Hokanson, Oxford). When students are able to choose whether they are engaged in grammar-clarification activities or in whole language activities, they learn faster than students who must deal with topics lock-step in the sequence presented by the professor. The distance learning environment is far superior to the traditional classroom in the number of pedagogically sound choices it can comfortably present to each student. Both the action of choosing as well as the

matching of cognitive style preferences to activities available lead to greater increments in language functioning, receptively and productively. It is important to note that students do characteristically choose activities that match their cognitive styles (Ehrmann, Hokanson, Oxford), so the choosing is important not just for the "buy-in" which involvement provides, but also for providing the least cognitively abrasive learning situation.

Here are some of the ways that distance learning can be the best option for students: flexibility, cost-effectiveness, advanced technology, in-person connections and international networking.

The disadvantage of distance learning can usually be overcome by attentive planning. Distance learning should be about establishing relevance and providing a departure point for following one's own science needs as far as the subject matter pursued within the language. Unfortunately, distance learning can also be about doing what the instructor says to do, such as certain activities in a text or available electronically, which are then followed by a quiz or test of some sort. With no other choices, the student is likely to tune out, figuratively or literally. To me this may be "distance teaching" but it is not "distance learning" because the learner is not engaged in choosing what and how to communicate in the new language. Moreover, because of the actual distance involved, the teacher may not be aware of the student's disengagement and so, unlike in a classroom, not be able to identify the unproductive student and help craft a more meaningful activity. A major disadvantage of distance learning is lack of teacher connection with the student, which is why meaningful interaction such as e-mail and chatroom activities are vital.

There are certainly other drawbacks to distance learning, the most important of which are the failure of technology to function reliably, requires self-motivation, isolated and so on. If problems

happen frequently at the beginning of a course, they may so disincline and tear off students as to make them quit the class.

But research has shown that distance learning can be much better for the language student than a standard classroom, providing more individualized practice and more opportunities for genuine communication in the target language. It is also clear that the opportunities for a student to experience episodes in a foreign language make for a better memory trace, richer and longer lasting, and more available for building new language than simply memorizing facts about a language. Distance learning can be handled skillfully. It can arrange a great many choices among sound learning activities for the student, encouraging students to match their cognitive styles and preferences with the learning environment.

ЛИТЕРАТУРА

1. Литвинов А.В. Использование информационных технологий в самостоятельной работе студентов при обучении переводу // Вопросы прикладной лингвистики. –М., 2009. – № 1. – С. 84-91.
2. Малюга Е.Н. К вопросу об обучении иностранным языкам с использованием новых информационных технологий // Вопросы прикладной лингвистики – М., 2009. – №1 – С.91-95.
3. Dillon, C.L. & Walsh, S.M. (1992). Faculty: The neglected resource in distance education // American Journal of Distance Education, 6 (3), pp. 5-21.
4. Malyuga, E.N., & Ponomarenko, E.V. (2012). Distance Teaching English for Specific Purposes (ESP) (2012). *ICERI 2012: 5ᵗʰ international Conference on Education, Research and Innovation. Conference Proceedings.* Edited by L. Gomez Chova, A. Lopez Martinez, I. Candel Torres; IATED, 4530-4536.
5. Moore, M.G. A total systems view of distance education // American Journal of Distance Education, 7(1) 1993, pp. 1-10.

6.   Wagner, E.D. Distance Education success factors // Adult Learning, 7(1) 1995, pp. 18-19.

REFERENCES

1.   Litvinov, A.V. (2009). Ispol'zovanie informatsionnykh tekhnologii v samostoiatel'noi rabote studentov pri obuchenii perevodu. [Application of information technology in the independent students worl in teaching translation]. Voprosy prikladnoi lingvistiki, № 1, 84-91.

2.   Malyuga, E. N. (2009). K voprosu ob obuchenii inostrannym iazykam s ispol'zovaniem novykh informatsionnykh tekhnologii. [On the issue of teaching foreign languages, using new information technologies] // Voprosy prikladnoi lingvistiki, № 1, 91-95.

3.   Dillon, C.L. & Walsh, S.M. (1992). Faculty: The neglected resource in distance education // American Journal of Distance Education,6 (3), pp. 5-21.

4.   Malyuga, E.N., &Ponomarenko E.V. (2012). Distance Teaching English for Specific Purposes (ESP) (2012). *ICERI 2012: 5th international Conference on Education, Research and Innovation. Conference Proceedings.* Edited by L. Gomez Chova, A. Lopez Martinez, I. Candel Torres; IATED, p. 4530-4536.

5.   Moore, M.G. (1993). .A total systems view of distance education // American Journal of Distance Education, 7(1), pp. 1-10.

6.   Wagner, E. D. (1995). Distance Education success factors // Adult Learning, 7(1), pp. 18-19.