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Nuria Alonso García (USA)

**HOW DO MULTIMODAL COMMUNICATION AND INTERCULTURAL LITERACY INTERSECT? PERCEPTIONS FROM RUSSIAN COLLEGE STUDENTS**

*“A multimodal literate student must be sensitized to the meaning potential and choices afforded in the production of the text, rendering an enhanced ability to make deliberate and effective choices in the construction and presentation of knowledge.”* - Lim (2011:4)

Learners in the 21<sup>st</sup> century are equipped with a set of literacy skills that enables



them to communicate instantly with combinations of texts, images and/or videos, and has expanded the ways in which they acquire information and understand concepts. Learners in the digital age challenge paradigmatic ideas of language, learning and representation, and are aware that disciplinary knowledge is constructed using a range of semiotic resources that extend beyond language. The multimodal literacy framework calls into question the linear view of literacy and learning as primarily a linguistic accomplishment in favor of the multimodal nature of literacy development that is bound up with the social reality and personal experiences of the learner. When acquiring a foreign language, learners are expected to understand not only the general principles governing the language but also the sociocultural identities of its speakers. Learning a foreign language implies to become intercultural competent, i.e. to develop the competencies required to read sensitively a foreign culture.

How foreign language teachers can support the development of intercultural literacy and harness the multimodal communication skills of today's learners?

Russian college students from the Linguistics program at Saint-Petersburg State Polytechnical University were posed with this question, and surveyed on their perceptions and challenges of English language learning in the context of contemporary Russian society. The study asked participants to assess multimodality in a variety of pedagogical scenarios, to discuss a wider conception of curriculum that fosters intercultural understanding and supports multimodal literacy development, and to examine suitable assessment strategies.

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Little Old Woman ( ) Mother Hubbard ( ) ó  
 «Nursery Rhymes».

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 , : *öMy prudent **Mother Hubbard**, why not?ö*  
*he said to me, when he wanted, without the least consideration...ö*

ó Dame Durden ó  
 : *öYou know, **Dame Durden**, dearö, Ada would say at night...ö* Dame Durden ó

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### **RESILIENT GROUPS OF FOREIGN LANGUAGE TEACHERS: COMPONENTS AND STRUCTURE ANALYSIS**

The topicality of this research into resilience is accounted for by the society's escalating demands to the teacher and to the quality of provided education, especially in the field of linguodidactics. The article covers the basics of resilient behavior and the factors promoting sustainability within professional activity. We set the following objective of the research: comprehensive study of factors connected and causing educator's resiliency within multicultural environments, components and structure analysis of mentioned phenomenon.

Objectives of the research also included ascertaining how prone to professional stress are those who started working in education field and professionals, pointing the areas where the major mismatches lie and revealing resilient groups of foreign language teachers. The correlation and interdependence between occupational stress, coping resource, resilience, EI and other individual factors have been studied on a valid sample of specialists within educational field in Russia. Resilience was considered as one of the central individual protective factors as well as a serious prerequisite of a successful and fulfilling life.

Resilience may be defined as a process of adapting well in the face of adversity, treat or even significant sources of stress (Masten & Reed, 2002). A resilient person

can redirect unfavorable changes and conflicts from destructive areas and even use them for persons' benefits.

Resilience consists of many constituents that in all form specific, influential construct. A conceptual authorized theory, including emotional, social and cognitive flexibility was created to promote successful teaching activity and classify the resilient groups of foreign language teachers. The research comprised theoretical and empirical stages.

In 2012-2014, within our project, a randomized trial research study was conducted to examine the peculiarities and specification of resilient groups of foreign language teachers.

The sample of the study comprised three groups: the upper-courses students (future teachers) and academics from universities ó experienced and young specialists ó more than 300 respondents. Multinational departments in the above-mentioned professional areas were singled out. Mainly participants worked for Foreign Language Institutes or Departments and represented both western and eastern cultures. It is notable that mean scores on teaching experience for participants was 16.89 and ranged from 1.5 to 40 years.

A battery of six questionnaires was spread among teachers of five universities. The questionnaires were self-administered, complete instructions were provided. To avoid response biases certain procedure conditions were met. Because of the sensitive nature of some items, questionnaires were completed anonymously, each being given a code number. Some questionnaires were labelled different to their original names (e.g. SEC) to minimize the reactive effect of participants' personal beliefs and expectations about some concepts. Within above-mentioned period, academics' groups were tested triply.

The surveys were designed to tap participants' perception of their wellness. Wherever possible, published instruments with established score reliability and validity were used in the study. Wellness surveys for teachers included measures to assess their stress levels (SAWL, MBI), coping skills (MDICS), social competencies (SSS), emotional competencies (SEC) and authorised Resilience Scale.

For correlation analysis 14 variables were identified: resilience, social support, adaptive coping strategies, non-adaptive coping strategies, emotional coping strategies, cognitive coping strategies, emotional self-awareness, social readiness and others. The correlation matrix for research variables was first constructed using SPSS software to examine the associations among all variables as well as their relationships to the all subscales of mentioned constructs with correlations being significant at the 0.01 level (2-tailed) - \*\* and 0.05 level (2-tailed) - \*.

Among the most significant correlations, extracted by the system, we have identified the following: positive correlation between resilience and cognitive strategies (0,849\*\*); positive correlation between resilience and adaptive strategies (0,607\*\*); positive two-sided correlation between emotional intelligence and availability of social support (0,627\*\*), positive two-sided correlation between emotional intelligence and necessity of social support (0,685\*\*), etc.

To reduce the number of variables and detect the structure in the relationships among variables factor analysis was held using SPSS software. Extraction method of

Principal Components Analysis was applied, using Varimax rotation method with Kaiser Normalization. According to Kaiser's criterion, we identified four factors with Eigenvalues over 1.0, total variance of 89%. The screen test also identified four factors.

The first factor contained clusters of emotional intelligence, coping strategies and social support, with social readiness, emotional intelligence and cognitive strategies scoring highest and being the most influential components. The second factor contained emotional strategies, behavioural strategies, social support and some clusters of emotional intelligence. The next two factors consist less significant but rather important components.

To summarize the findings of the research on personality factors influencing resilient behaviour we compiled teacher profiles based on the level of resiliency including all above mentioned constructs and cultural context. Thus, we identified four types: (1) resilient, (2) moderately resilient, (3) non-resilient and (4) fluctuant resilient educators groups and their profiles, the last appeared dependent on identification with cultural levels of society. However, further research is required in this area to investigate the potential and perspectives of this factor.

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Gärtner T., Schroth-Wiechert S. (Germany), Kogan M. (Russia)

### A CORPUS-BASED TRILINGUAL PLATFORM FOR ACADEMICTECHNICAL WRITING

Academic writing in a foreign language and sometimes also in the mother tongue is a major problem for students. As universities try to enhance their student's writing, the number of writing centers grows. The writing classes and workshops offered by these writing centers tend to become increasingly specific. Simultaneously text corpora to help student's to improve their texts are on the rise. As a consequence corpus linguistics is an increasingly important research field for scholars and language instructors.

If writers have access to huge collections of texts, so called corpora, which differ from a simple collection of texts, because they have tagging and different search abilities, they can, for example, generate academic writing patterns like the following:

ÉGerman: Basierend auf dieser Konzeption wurde im Rahmen der vorliegenden Arbeit die [í ] berechnet.

ÉEnglish: Based on this conception, the [í ] was calculated in the present work.

ÉRussian:

c [í ].

However, there are hardly any text corpora for specific academic disciplines to be found, although they are supposed to be an effective tool in the scientific community. From November 2015 onward the Leibniz University of Hanover (LUH) and at the Peter the Great Saint-Petersburg polytechnic University (SPbPU) will offer the so called DEaR Corpus (which stands for the German, English and Russian languages) for civil engineering for their students and lecturers. DEaR will be a resource, which will be helpful for writers in civil engineering, who have to compose technical reports like a master thesis or a dissertation in German, English or Russian.

The acquisition of the technical texts for the DEaR Corpus is in progress. It is planned to use electronically published dissertations in German and English from the LUH and Russian dissertations from the SPbPU. The question of the intellectual property rights has to be settled first. The current corpus tool only contains a small number of texts to develop and demonstrate new functions. The programme is intended to serve two types of corpus users. One type is a writer, who just wants an overview, i.e. the quantity of one word or a phrase and some sample sentences. The

second type of user might be a linguist or a language teacher, who wants to go into detail and therefore has the need of advanced research functions like compare two items.

There are two goals, which the DEaR Corpus aims at. The first goal is to offer writers a tool to examine the language of their specific discipline. The corpus can be used autonomously, in the framework of an academic writing class or of a writing mentoring. A testing phase will start in May 2015.

The second goal comes from the origin of the project. For almost ten years, the language centre of the LUH offers a so called "writing-mentoring" for international students of civil engineering writing in German. Although their German skills are typically on a high level, they have many mistakes and questions in common. It is obvious that the writing problem does not concern the specialised lexical terminology or semantics, but rather the general scientific language. Textbooks or other teaching material to support the students' writing process are not available. This lack of material has led us to start defining the typical categories of writing goals or communicative purposes (e.g. to compare, to introduce the subject) and to illustrate these with authentic examples taken from technical reports written by Germans. This approach culminated into the book "Deutsch als Fremdsprache in den Ingenieurwissenschaften" "Formulierungshilfen für schriftliche Arbeiten in Studium und Beruf" published by Cornelsen in 2011. This book helps students to transfer structures used by native speakers of German into their own writing. As mentioned above students need help with general scientific structures rather than field specific terminology.

It is necessary to systematically investigate the German scientific language of engineering according to the following levels: macro (part of the texts), meso (collocations), micro (grammar) and nano (punctuation marks, white spaces). A corpus and the respective tools containing texts written by civil engineers in German, English and Russian and linguistic functions will allow for a deeper examination of the language of specific scientific field. The results have to be didactically prepared for the students to use and published on a website or as printed material. The research matrix with the above mentioned four levels can be applied to the English and Russian academic language for civil engineering.

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3. : - . 2005. ó 360 .

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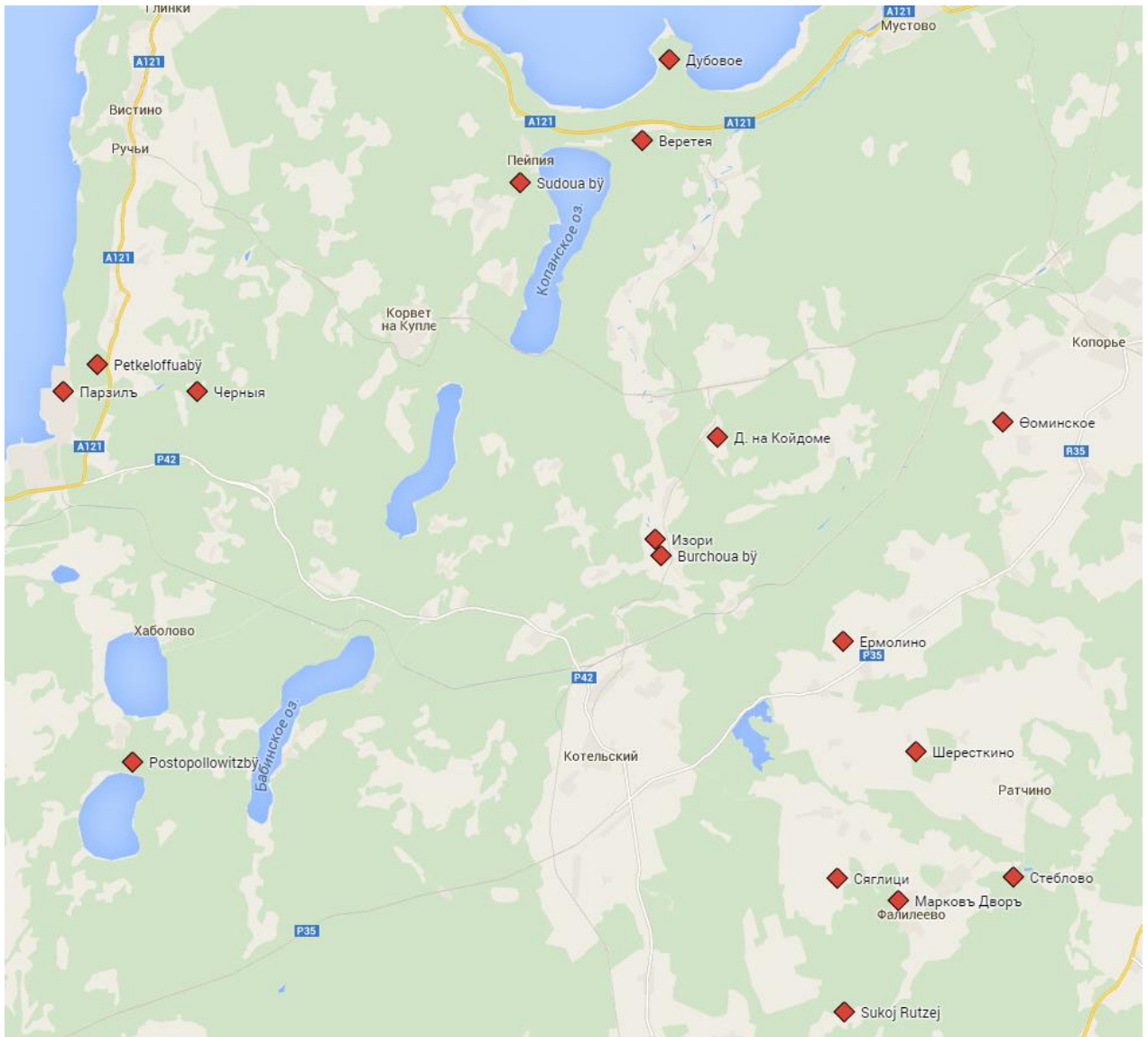
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ó , òExploring Quantum Physicsö (Coursera), Teaching Adult Learners (Open2Study), òBecoming a Blended Learning Designerö (Canvas), òIntroduction to Computer Scienceö (edX)

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1. [ .]. ó .: - , 2011. ó 138 . ( / . . )

2. . . - ( 13.12.2006: . 20.04.2007 / . . . ó .: - , 2006. ó 20 . . . ( - , ) )

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: 1) « », « »; 2) « », « » - « ».; 3) ! « » (« - » . « »). ( , ) , : « » (« », 10, 2011); « » (« », 13, 2011) .

1. // , 2011, 4.

2. . . « »  
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Technology and Higher Education: materials of the international research and prac-  
tice conference. Vol.1,December 11-12, 2012 / publishing office Accent Graphics  
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  3. ( , *this was most obviously demon-  
strated; the differences were fairly clear*) -
  4. 24 % ; ( , *bandit gangs, troubling paradox, shameful failures  
for the Russian army*) 30 % -
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my view, in my opinion, etc., òto seemö. 5 % -  
ó , *This  
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(Cognitive Construction Grammar)

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(to) return the money.

/ Mary *had/ made/got/forced/* John

: *He sneezed his tooth right across town / She*

*smiled herself an upgrade / We laughed our conversation to an end / She gazed me out of the club / They beeped him out / The audience howled the candidate down at the town meeting.*

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ó ó -

much of a [nn\*] to [v\*] ( ) too  
much í (b) not much í  
: But from all appearances, she never  
got much of a chance to get ready / Singletons were simply  
too much of a risk to take on as clients / It seems to me that this is  
too much of a coincidence to be random chance (COCA).

, What's X do-  
ing Y? (What's that fly doing in my soup?) Him, a doctor?!

: My ideas obsolete?

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 3. , . . : Funny that! // . . XV: -  
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3. , 2010. ( ) . . // 1(12) ó : - . - . . .
4. , 2012, 7. . 53-57. //







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*condense, crystallize, evaporate, liquefy, oxidize,*

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 2. . . « » -  
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 . 2013. 2 (16). . 288-291.  
 3. . . // : . 2014, 5  
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45

*pendence: «de facto independence», «unilateral independence» «supervised independence».*

*«the precedent of independence», «unilateral independence», «full independence», «limited independence» «broad autonomy», «full independence», «limited independence» «broad autonomy»*

*, «broad autonomy»  
: enhanced autonomy, innovations in autonomy, contemporary understandings of autonomy. «total independence», «unilateral independence», «quasi-independence», «the most limited and self-constraining independence», «supervised independence». «super-*



1. ... : // .  
. . . - . 1, . 2008. 2 (33). . 26633.

2. ...  
// . . . - . 1, . 2008. 5 (36) . 1596166.

3. ... -  
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/ . . . . ó .: - , 2013. . 121 ó 123.

4. ... -  
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**Prepare a list of sentences (up to 15) for translation from the British National Corpus with the use of the following words from the text: *endorse, emission, cooling effect* and use one of them for making up your own concordance. Use the site <http://info.ox.ac.uk/bnc> and an example of this task in the *appendix 10*.**

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**Prepare a *Glossary on Management* on the basis of these texts and possible Internet extensions on the same subject. Recommendations on the use of Concordance programs for a group project are given in Appendix 12.**

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<http://info.ox.ac.uk/bnc>,

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2. . . . . : . . . . . 2011. 3. . 89-95.

2. . . . . [ . . . . . ] / . . . . .  
(The Emissia. Offline Letters):  
. . . . . ( . . . . . ) / . . . . .  
. . . . . ó . . . . . 2012. . . . . ART 1824. ó  
URL: <http://www.emissia.org/offline/2012/1824.htm> ( . . . . . : 29.07.2012).

3. . . . . [ . . . . . ]// . . . . . (The Emissia. Offline Letters): . . . . . ( . . . . . ) / . . . . .  
. . . . . ó . . . . . 2012. ó . . . . . ART 1859. ó URL: <http://www.emissia.org/offline/2012/1859.htm> ( . . . . . : 02.11.2012).

**XVIII**

**XVIII**

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(Information Communication Technologies - ICT).

Moodle (

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, Moodle

ICT,

on-line

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» (lifelong learning), . .

ICT

(Open Educational Resources)

90-

2002

(Massachusetts Institute of Technology ó MIT, OpenCourseWare),

2012 ,

(Coursera, EdX Udacity).

Futurelearn

12

: ó 41,6%,

ó 28,4%

ó 22,4%,

ó 3,3%.

OER

edX,

Google.

Harvard University MIT.

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edX

Open edX (

Google & Course Builder),

(massive open online courses ó MOOC).

Jøson & Partners Consulting

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 2. . .  
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 3. . ., . . -  
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 4. . . -  
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**S. CRAMER ŠSMS FÜR DICHÖ)**

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S. Cramer «SMS für dich»,



1. // . ó :
2. - , 2002. 2-3. . 333-339. //
3. - . ó : III - , 2002. .159-161. //
4. 22-24 2002 . ó : - , 2002. . 240-243. // 29-30  
2002 . ó : - , 2002. I. . 168-176.

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ó ( 1920- )<sup>1</sup>  
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<sup>1</sup> , 15-01-00383 «

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2: « » .2008. 4. .83-91.

2. . . 1920- : // .2010. .2. 111. .155-160.

3. . . 1920- .// .2014. 5. .145-148.

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 « ( )», «Time out» .  
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 «Time out» .), 2) -  
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  2. . . ( .  
 XX ó XXI ) // .  
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  3. . . « » -  
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  4. . . // . 2009. . 36-45.



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		Teaching METHODOLOGY in Higher Education,1(15),		
		, 2012.		
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		, 2008.		





1. ... ( ... ) ... ( ... ) ... « ... ».

2. ... ó ... ó ... ó ... ó ...

3. Poplavskaia, T.V. The interrelation between types and functions abbreviations perform in the Internet-discourse / T.V. Poplavskaia, T.I. Svistun // *Respectus philologicus*. 2010. 17(22). P. 186-194.

4. // i / ... ; ... ; ... ( ... ) [ i ]. ó , 2013. . 16. . V (167). C. 251-259.

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3. -2014 ( , , ) //

. 2014. 4 (208). . 9-16. ( . . )

4. // . 2015, 2 (74). . 50-55. ( . . ). -

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2) ( , .

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- 1. ( ) .ó : - , 2008. ó 310 .
- 2. : // : . - , 2010. ó 142 .
- 3. // . ó 2013. 3 (26). . 2336236.
- 4. // . 2, . ó 2013. 2 (18). . 48651.

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» «22» ( - )

(<http://msk.kp.ru/daily/26310/3188722/>), « , 04.04.2014), « » ,

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ó , í » ( , 2013. 19),

« 10 !»  
<http://www.aif.ru/euromaidan/maidanonline/13848460>). 2014  
 « » :  
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 » (<http://rusevik.ru/politika/89677>).  
 : , « ?»  
 (<http://www.newauthor.ru/lifestory/strana-ukropia-novosti-strany-ukropii>), «  
 , « » (<http://antifashist.com/item/ukropiya-v-shokolade.html>);  
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 (<http://vk.com/antimaydan>).  
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 . 2011. 4. . 64-71.
2. . . . « . . . »  
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 . 2012. 3. . 109-124.
3. . . .  
 // Acta Linguistica Petropolitana.  
 . 2012. . VIII. 3. . 337-355.
4. . . .  
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**MOODLE**

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Moodle

Moodle

Moodle

11

Moodle

Moodle

šMit diesen Studien **ist klar**: Zuckerhaltige Getränke sind gewichtstreibend ...  
<í > **Gesichert ist**, dass die gewichtstreibende Wirkung von zuckergesüßten Getränken einerseits durch den bloßen Kalorienüberschuss zustande kommt. <í > Laut der Leitlinie Kohlenhydrate der Deutschen Gesellschaft für Ernährung (DGE) aus dem Jahr 2011 führt ein Übermaß an Softdrinks daher nicht nur zu Übergewicht, sondern auch **sehr wahrscheinlich** zu Diabetes. <í > Übergewicht sei also nicht Auslöser dieser Krankheiten (P.O. Diabetes und Herzinfarkt), sondern **könne** vielmehr ein Hinweis darauf sein, dass verschiedene Körperprozesse fehlgeleitet seien (Süddeutsche Zeitung 228/ 2./3. Oktober 2012).

(ist klar, gesichert ist, sehr wahrscheinlich)  
können

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1 (32), 2008. . 150-158.

2. . . // . .1, . 2009. 2 (39).  
. 129-138.

3. . . ( )  
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. . ( . ). ó :: i , 2010. . 13. .  
VIII (144). . 2016204.

4. . . , . . -  
. 3 (19). ó : // , 2012. . 237-242.

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1. : : 2013. ó 166 .  
2. // / .  
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3. // : XXIV  
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. ; . 2014. . 118-123.  
4. . ( ) // -  
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attentive/ interested colleague, we, an

« » my position/view, to appear, to think, personally, I consider this to be,

grateful, thanks, helpful comments and criticism, inspiring discussions, members of the research group, fellow scholars

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1. . ó : - . . . , « » , 2002.

2. . ó : « » , « » , 2002.

3. ( ) // 19. . . . - . ó , 2006.

4. - . 2006 1-2. , .  
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### MIND MAP

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Mind Map,

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Mind Map

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<https://coggle.it/>, [www.mindmeister.com](http://www.mindmeister.com), <http://freemind.sourceforge.net/>,  
<http://www.kartum.ru>

MS Word, Excel

Mind Map

Mind Map

Mind Map,

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 2. : // -  
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 3. . // -  
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Schyolkovskaya,

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- 1. ... / ... . 6
- 2. // ... 2014. 5. 98-104.
- 3. Tareva E.G. Innovative Approach to Teaching Translation and Interpreting // 2014. 2., 11. 326-333.
- 4. ... : pro et contra // ... 2013.
- 10. 2-8.

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1. [ ]; 2012. ó 119 . ( , 1 . . ). // . . . : - ,
2. ( - ) // - . 9 (16), 2013. 2. . 87-88.
3. mobilis. ( 1 (52), 2015 ( ) ) // Lingua

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 1. / . . . . ó : - , 2008. ó 199 . -  
 2. - // : -  
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3. « -  
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4. : / . . . , . . . .ó : -  
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*credit crunch*

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*(budget crunch; global liquidity*

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*crunch; fiscal crunch etc.)*

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*a high school dropout (CNN) computer analyst whistleblower (the Guardian) fugitive Snowden, fugitive former US security contractor, the computer contractor government leaker ó*

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1. Translation maneuvering and speech stereotypes in Harold Pinter's plays// Journal of Siberian Federal University. Humanities & Social Sciences . No 2 (2015, 8) P.300-307. /

2. // 43

11-16 2014. « -

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XI

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lised, entirety, groupations, markedness, passivised).

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« »», « »», « »»

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20), . .: 1) knowledge óriver; 2) science  
ebbs and flows; 3) knowledge/science ó not (channel); 4) knowledge/science ó liquor,  
wine; 5) knowledge/science ó water

(«knowledge river/flowing water»),



ing water, river).

(flow-

« a [í ] » : ð  
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: river, wave, ebbs and flows, channels; 2)  
: [a liquor] strained; 3) (hedone ó),  
: crude liquor, wine.

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([http://krotov.info/library/02\\_b/ak/on\\_1\\_547.htm](http://krotov.info/library/02_b/ak/on_1_547.htm)).

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(«sci-

ence», «philosophy», «learning»)

«science»

: growth, harvest, to mow down [the moss],

ó apple,

: 1)

science - flourishing growth and harvest;2) science - unprosperous growth and harvest;3) science ó [not] golden apples];4) science ó [not] the moss or the corn in blade; 5 science ó harvest in its due season.

«philosophy»

(grape

and olive), (thorns and briers), -  
 : 1) philosophy - fruits (grape and olive); 2) philosophy - no fruits (barren); 3) philosophy - thorns and briers (of dispute and contention).

«learning» /  
 : 1) learning  
 ó a plant torn up from its roots; 2) learning ó (a plant).  
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 », (growth), (harvest) -

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Dr Natalia Fritsler (Bochum, Germany)

### CULTURAL DIVERSITY IN HIGHER EDUCATION

The doors of European universities are open to foreign students. Their number is growing every year. A mixed cultural group is nowadays an important factor ó and also a challenge - of processes going on in the higher education community.

Foreign students studying in European Universities, while absorbing the new cultural ways, lean, in the first place, on their home values and attitudes. Therefore their own cultural background is a matter of great interest for all those involved in working with these new audiences, University professors, lecturers and teachers being the first to be mentioned. What is really important for foreign students? Which factors may determine success in their learning progress?

In order to answer some of these questions an attempt was made to initiate a cross-cultural study which started in 2011 when the basic questionnaire was developed. The research itself was carried out from 2012 to 2014 in 7 universities in 4 countries (Germany, Austria, Russia and partly South African Republic). In total

about 50 cultures are represented in the research. 632 questionnaires were collected and processed.

The main objectives of this research were to:

- Get a clearer picture of the new cultural environment in higher education
- Better understand the aspirations of modern students
- Compare the author's observations of higher education practices in different countries with those of other scholars (e.g. G. Hofstede in the Netherlands)

The three best represented cultures of the study were Russian, German and Afghan.

The study focused on a number of different issues dealing with:

- a) the role of University in the students' life,
- b) teacher - student relationships,
- c) attitudes to certain classroom activities and assessments, as well as some other questions.

One of the main issues in cross-cultural literature is the definition of cultural values which may be considered as a separate scientific problem. Based on a widely accepted understanding of value as a concept providing (for an individual) an internal reference for good and, in general, positive behavior cultural values are treated in a similar way for larger groups of people - ethnic minorities, nations and races.

Based on the above interpretation of "value" it was assumed that the University itself (understood as an overall academic course leading to an academic degree and relevant professional qualification) should be treated as a key value for modern students. University provides them with knowledge, develops the necessary skills and prepares them for their future professional life. Research findings reveal different attitudes towards this main value across cultures.

Another important aspect of the study dealt with Teacher - Student relationships focusing on the following questions:

- a) how knowledgeable should a university teacher be?
- b) what is the preferred language of instruction (plain, clear or general guidance)?
- c) how open are students when disagreeing with the University teacher?
- d) who do the students' learning results depend on (University teacher, the student him/herself or both)?

Analysis of the students' attitudes towards classroom activities and organization of the teaching process included such issues as working in teams, knowledge presentation in textbooks, formats and types of assignments during the course.

Research findings did not only reveal different approaches to answering these questions in the cultures covered by the study, but also demonstrated tendencies con-

trary to the observations made by other scholars (for example, those made by G. Hofstede).

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