steigert (so z.B. die Teilnahme von berufstätigen Lehrern an Microteaching-Aufführungen sowie Plenumgesprächen).

Um Microteaching vor Ort effektivieren zu können, liegt ein großes Bestreben darin, Ergebnisse und Erfahrungen auszutauschen. Hierzu bietet es sich an, die Microteaching-Umsetzungen für alle zugänglich zu machen, so dass die beteiligten Partner gemeinsam von neuen Ideen und Vorschlägen profitieren. Gerade der interkulturelle Aspekt (Lernort, Lehr- und Lerntradition, Schüler-, Lehrerverhalten u.a.) hat enormes Potenzial zum Um- und Weiterdenken: „Wie ist es, wenn die Adressatengruppe multikulturellen Hintergrund aufweist?", „Wie wird der Microteaching-Unterricht in anderen Ländern gestaltet, wenn andere oder eingeschränkte technische Möglichkeiten herrschen?" Dadurch kann man aus der Unterrichtssimulierung reale Unterrichtsbegebenheiten aufzeigen, was eine wirkliche Vorbereitung auf die Schulpraktika sowie den Lehrerberuf gewährleistet.

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BUILDING TEACHING SKILLS THROUGH THE INTERACTIVE WEB PROJECT

Dr. Singh Jayshree, India

Course Description
Work on Travel Vocabulary, Reading Travel
http://extaxsieinelt.blogspot.in/p/jayshree-singh-author.html – View my complete profile
Weekdays – Monday to Saturday
Period/class - One hour per day
Strength of Students – 30 in each section
Background
Learners
The learners are from the tribal belt of Rajasthan, located in the district of Udaipur. The institutehad its inception in 1923, it was under the patronage of the then prince, and later, the 75[th]Maharana of Mewar. ShriBhupalSinghji, those two devotees of education and learning. MamajiMaharajAmanSinghji of Ralawta and RaoBahadur Th. Raj Singhji of Bedla, initiated thisinstitution as a Primary School (Court of Wards' School). In 1929. This school was upgraded asBhupal Nobles' High School and then to graduate and post graduate level, affiliated to MohanlalSukhadia University of Udaipur, Rajasthan, India.
Setting
The students at the graduate level of the Bhupal Nobles Post Graduate Co-Education College,Udaipur in the classes of Compulsory English Language classes are supposed to go through theirsyllabus consisting of Short stories titled Many Worlds of Literature, edited by Prof. EmeritusJasbir Jain; a short novella Animal Farm written by George Orwell and the section of Grammar, Précis Writing, Composition Writing and the Phrasal Verbs. Till yet there is no such interactive,integrated, collaborative learning with Web 2.0 or with CBT or with TELL not available.

Nevertheless the students in their specialized or optional subjects are aware of the web and-computer technology. They get their reading materials or reference material from the net sourcesby

going to cyber cafes.There is availability of digital lab, yet web 2.0 is to be installed and students and faculty havebeen given demonstration lessons on the use of the web 2.0 through ORELL Digital SoftwareCompany.

As instructor or as teacher I have been used to this technology and communicative skilled classesearly in my career of teaching for fifteen years out of twenty-six years of the service tenure,soI have tried to plan and prepare my project tasks in this course work as per the capacity andknowledge of the students.

Course Goals(ABCD-Model)

http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives/

• *Cognitive (comprehension) level*: The new myths are to be explored to integratetradition with technology in ELT at urban area colleges, because the teachers still feelincapable to bring argumentative and analytical application of IT in ELT.

• *Cognitive (application) level*: This follows pro-active approach while teaching course oftheir syllabi with the help of social networking resource enterprise.

• *Cognitive (problem solving/synthesis) level*: To have open course-ware that can beaccessible by the students living in any corner of the state, district, village or the country.

• *Cognitive (problem solving/synthesis) level*: To have open course-ware that can beaccessible by the students living in any corner of the state, district, village or the country.

• *Psychomotor level*: To emphasize that the interaction on the websites can be used forcreative skills in teaching and learning activities in colleges for ELT.

• *Affective level*: It would focus on the usage and application of language skills tocreate environment in the classrooms as well as to develop the sense of receiving andtransmitting education to students.

Students needs, problems and issues to start this project

The language teaching and learning in higher education especially in business schools i.e.professional and technical oriented educational colleges has adopted cyber and virtual school-platform. The regular professional and technical colleges also do have computer- based trainingand computer-supported collaborative learning. The reason is it has become convenient toreceive education and knowledge from home and the far locations. Secondly the students withlearning difficulties and disabilities or have limited language proficiency, get the preferentialinterventions through such virtual learning environment.

They are able to disseminate not only knowledge of the structure and its usage, but they alsohave the chance to go through the formative assessment of their knowledge about the languageand then to follow –up with the summative assessment that consists of the recapitulation-questions and there is system of multiple choice and objective pattern of testing that helps thestudents to use their level of cognition, comprehension and cogitation.

The E-learning negotiates linguistic and cultural differences and it broadens cross-disciplinarybases for learning to understand and apply it in one's own context. These benefits aredrawn through such computer softwares that promote guidance, governance and control theperformance of not only the learners but also of the teachers or tutors. Both the working unitsrealign their goals, outcome, process and performance with education sector and Englishlanguage teaching becomes the goals of leadership and the reputation of business metric. Eventhe corporate sector CEO Michael Schuter conforms to "the language acquisition in order to haveproductive and dynamic workforce through the implementation of the virtual language trainingon a company wide basis" (Livemocha, CEO, First Annual Seattle Interactive Conference,2011).

Enabling Teachers and Students to be familiar with CBT and TELL in the Classroom/Virtual Arena

The best part of this Lingua franca and Web 2.0 program usage in the class of English Languageis the students and teachers who find themselves weak in expression and in communication donot hesitate to work through computers and its search engines to increase their knowledge forEFL. It has evoked curiosity and interest for English language acquisition.

In order to enhance the common language factor in the global economic environment andsocial communication, the English language as the Second language participates in "buildingfor growth" (COBIT for IT Governance and Control.com, 2010). Due to the emergence ofEnglish Language as the most popular mode of business economy after the post-world warera and till date in the twenty-first century, it has necessitated the urge of the native languagespeakers to understand the potentiality of the language programmes and softwares which cangenerate community sense and conducive environment for bringing up new opportunities inthe social learning curriculum and in the higher and professional education syllabi. Differentinter-disciplinary fields have emerged to seek professional education and all fields have theirprospects only in gaining the maximum confidence in communication skills and languageproficiency.

Possible Solutions to Try

This sort of teaching challenges and prepares the teacher to be not only computer literate, butalso technologically aware of conducting teaching-learning lessons. It requires multi-disciplinaryskilled teachers and trainers. This module is simple for a tech-savvy person, but it creates thepossibilities of pre-planning, learning, searching, auditing of the learning module on the part ofthe teacher as well as when he/she acts as supervisor, the students' groups do undergo the samekind of preparation for making themselves ready for the assigned task and to interact in class.

Alan C. Mclean in the article "Destroying the teacher: The Need for Learner-CenteredTeaching" writes that "We need to see English as essentially an educative subject, linked tothe cognitive development of learners, rather than as something isolated from the rest of thecurriculum. Unfortunately, in many classrooms throughout the world, little true education takesplace. Instead, there is rote learning of material irrelevant to the learners' interests. We need tobe aware of the educational potential of English in such circumstances.

To fully realize this potential we need to look outside the confines of English language teachingitself. There is now a considerable body of work that focuses on the conditions under whichchildren learn most effectively" (Forum, 2012, p.32).

These activities proved potentially encouraging self- capacity building, enhancement ofsenses towards appreciating the art with language in context of particularly demography andgeographical physical features and locations of the students.

Secondly found it very cordial to involve themselves and to improve upon their perceptualidentification of the visuals with specific vocabulary, perceptual selection of words to exchangetheir expressions as regards selected visuals or given visuals, then there was perceptualdevelopment to all language applications skills i.e. spatial, kinetic, logical and analytic.

When it was found that students at initial level are unable to understand the meaning ofwords used in the meritnation.com vocabulary game, then students were allowed to use pocketdictionary or mobile phone dictionary, students were asked beforehand to think about poemsor stories about rain so that there problem to use concerned vocabulary in context of rain, theculture of the natives and their manner of preserving water resources can be made easier andreinvigorating.

RESOURCES

1 https://docs.google.com/file/d/0B2B4yLUStvLsdGFqT2ktVnFic3c/edit?pli=1
2 http://www.dvolver.com/live/movies-797174
3 https://docs.google.com/file/d/0B2B4yLUStvLsdGFqT2ktVnFic3c/edit ----INTERACTIVE PPT
4 http://www.delicious.com/jayshreesingh - A LINK TO THIS POST
5 http://www.youtube.com/watch?v=diizZSF7Z-w---AUDIO-VIDEO TOUR COMMENTARY
6 (Listening Acitivity)
7 https://docs.google.com/viewer?
8a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx3ZWJza2lsbHN3aWtpZmFsbDIwMTJjb3V
9 ydG5leXxneDo3MDFmNjJjjY2U0YTAyZTE4
10 http://extaxsieinelt.blogspot.in/
11 (ABCD Model)http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives/
12 http://rubistar.4teachers.org/index.php?screen=CustomizeTemplateDownloadFi

13 http://www.nicenet.org/ICA/class/conf_message_view.cfm?message_id=9569337

14 http://www.ehow.com/list_7187747_technical-tools-aid-educational-

15 objectives.html, http://www.ehow.com/video_5103554_teach-english-through-films.html, http://

16 www.ehow.com/video_5103551_teach-english-pronunciation.html etc

17 http://www.iallt.org/sites/default/files/journal/tinao.jpg

18 http://vocaroo.com(http://vocaroo.com/)

19 www.voki.com(http://www.voki.com/)

20 http://www.crosswordpuzzlegames.com/create.html

21 http://eolf.univ-fcomte.fr/index.php?page=real-english-dictations-exercises

22 http://eolf.univ-fcomte.fr/index.php?page=fairy-stories-listening-exercises

23 http://eolf.univ-fcomte.fr/index.php?page=english-grammar-exercises

24 http://eolf.univ-fcomte.fr/index.php?page=english-pronunciation-exercises

25 http://poster.4teachers.org/

26 http://clear.msu.edu/teaching/online/mimea/smile/v2/index.php

27 questions

28 http://www.toolsforeducators.com/

29 multiple choice, true/false

30 http://www.crosswordpuzzlegames.com/create.html

31 http://eolf.univ-fcomte.fr/index.php?page=academic-reading-writing-exercises

32 http://eolf.univ-fcomte.fr/index.php?page=do-it-yourself-english

33 http://eolf.univ-fcomte.fr/index.php?page=resources-for-efl-esl-teachers

ПОЛИКУЛЬТУРНЫЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ ОЛИМПИЗМА: К ВОПРОСУ О ХУДОЖЕСТВЕННОЙ КОММУНИКАЦИИ

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Многообразие культурного наследия человечества в планетарном масштабе даёт основание говорить о поликультурных процессах мировой общественной жизни, а в дидактическом плане – о поликультурном образовании, органически связывающем все виды культур в едином видении. Устанавливая точное соответствие между образованием и культурой, С.И. Гессен указывал, что образование есть не что иное, как культура индивида, и по своему существу оно никогда не может быть завершено, а задачу образования видел в «приобщении человека к культурным ценностям науки, искусства, нравственности, права, хозяйства, превращении природного человека в культурного» /1, 36/. Выражение «культурный человек» в нашем понимании обозначает того индивида, который в полной мере овладел общепринятыми формами поведения, отношений, деятельности, духовно обогащён и морально устойчив. Именно воспитание культуры в человеке является важнейшим средством обеспечения существования и преемственности общества, развития человека как социального субъекта.

Целью данной работы является актуализация проблемы различных аспектов взаимосвязи и взаимопроникновения компонентов культуры человечества посредством различных видов культурной коммуникации.

В специальной литературе существует большой спектр формулировки понятия «культура» /2/, мы же остановимся на следующей.

Культура – это всё, что создано человеком, а также сам процесс человеческой деятельности, то есть это всё сверхприродное, «вторая природа». Но природа – это не только то, что находится вне человека, но и в нём самом, так как он – природное существо, обладающее физической и психической природной основой. Поэтому культура выражает и отношение человека к природе и меру овладения им его собственной физической и психической природой /3/.

Так, выдающийся учёный, музыкант, философ, великий гуманист Альберт Швейцер определяет культуру как итог всех достижений отдельных лиц и всего человечества во всех областях знаний и деятельности, которые способствуют духовному обогащению личности и