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Пособие предназначено для студентов педагогических специальностей и содержит тексты на английском языке, раскрывающие основные понятия и термины, употребляемые для работы в виртуальной межкультурной образовательной среде. Тексты составлены на основе статей из различных электронных источников и дополнены упражнениями, способствующими развитию умений и навыков устной профессиональной речи.

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Пояснительная записка

Изменения социально-культурных, политических и экономических реалий в современном мире требуют от высшего образования изменения целей и способов подготовки будущих профессионалов. Новые высококвалифицированные кадры должны уметь мыслить глобально, учитывая специфику национальных культур, и быть готовыми к сотрудничеству и саморазвитию в профессиональной и межкультурной деятельности.

В настоящее время у будущих учителей появляется возможность использовать технологии виртуальной реальности в процессе обучения любому предмету, в частности иностранному языку. А реализация таких технологий в межкультурной образовательной среде особенно важна с учетом современных реалий. Возможность получать и обмениваться информацией по данной тематике на английском языке позволит учителям быть в курсе самых актуальных предложений.

Тексты учебно-практического пособия составлены на основе статей из различных электронных источников и дополнены упражнениями, способствующими развитию умений и навыков устной профессиональной речи.

TEXT 1

The education process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions. Its main goal is to provide equal opportunities for school learning to students of different gender, race, social class, coming from different cultures and ethnic groups. There are also some more specific goals of multicultural education: to promote cultural democracy in the society and schools in particular; to improve academic achievements of all students; to develop skills, attitudes, and knowledge necessary for functioning in the community; to gain cultural competency.

It goes without saying that these goals are very important for all members of society, but it is a fact that it will take learners to achieve them with all those challenges faced by teachers in the multicultural classrooms. Unlike customary classrooms, issues in multicultural education make the teaching and learning process a real trial for both teachers and students. All that happens due to the challenges faced by a teacher and influencing the learners.

1. Language barrier.

The main thing that differs multicultural classrooms from ordinary ones is a language barrier. Coming from different countries and even city districts children can speak the same language but never understand each other. This might be the influence of parents, environment, dialects etc. However, the situations when students do not know the language of studying happen even more often. Young people get into the environment where a teacher speaks a foreign language they do not understand at all and their task is not only to understand what a teacher says but also gain new knowledge – twice harder than in customary classrooms.

2. Domination of different learning styles.

Despite the fact that students may differ in race, religion or family background, these young people can also absorb information in a variety of ways. They can be accustomed to other teaching approaches, methods, ways of material

presenting so it will take time to get used to everything new. Teachers should offer their students all the learning styles (auditory, visual, tactile etc.). Moreover, it is necessary to consider cognitive styles of particular concern like field-dependent and field-independent cognition, reflectivity, and impulsivity, tolerance and intolerance for ambiguity.

3. Non-verbal behavior.

Sometimes it is much easier to understand a foreign language than a body language of another ethnic group. If teachers are not aware of the non-verbal behaviors characteristic of the society where their students are from, that might bring about a variety of troubles and difficulty of right interpretation. Such customary non-verbal behaviors as raised hands, eye contact, head nods can have a completely different meaning in another country let alone any other body signs.

4. Diversity of extracurricular activities.

As children from other cultures have appeared in the classroom that differs from theirs it means that they should also get accustomed to new traditions, a way of life, relationships in this new society. In most cases, it is teacher's job to show and tell them about that. It is usually done in different extracurricular activities. Whether it is a holiday or some important date children should learn about it.

5. Teaching communication skills.

Apart from difficulties in using a foreign language students may feel shy or unable to express their viewpoint because of the horror not to be understood. In some Muslim countries, boys will avoid socializing with girls while in the new environment it is an absolutely normal experience. Teachers should encourage students to discuss different issues, speak up their mind on a variety of topics and promote a pleasant atmosphere in the classroom.

6. Constant work with parents.

Every teacher should understand how students feel in an absolutely new environment and communication with their parents can be helpful in that. It is important to understand how children have been raised from the childhood, what traditions influenced their view of the world or what is absolutely inadmissible for

them. This knowledge will help teachers to build their lessons more effectively and help students to find their place in the classroom.

<https://blog.noplag.com/challenges-of-multicultural-education>

Vocabulary

absorb, <i>v</i>	1) поглощать, впитывать 2) понимать, постигать
accustomed, <i>adj</i>	привыкший, приученный
achieve, <i>v</i>	добиваться, достигать
admissible, <i>adj</i>	1) допустимый, приемлемый 2) дозволенный, разрешенный
ambiguity, <i>n</i>	неопределенность, неясность
approach, <i>n</i>	подход, способ, метод
aware, <i>adj</i>	знающий, осведомленный
challenge, <i>n</i>	1) вызов 2) сложная задача, проблема
cognitive, <i>adj</i>	познавательный, когнитивный
curricular, <i>adj</i>	учебный, относящийся к учебному плану
diversity, <i>n</i>	разнообразие, многообразие
domination, <i>n</i>	доминирование, преобладание
environment, <i>n</i>	1) окружение, окружающая обстановка 2) окружающая среда
equal, <i>adj</i>	равный, одинаковый
goal, <i>n</i>	задача, цель
improve, <i>v</i>	улучшать, совершенствовать
issue, <i>n</i>	1) проблема, дело, вопрос 2) выпуск, издание
promote, <i>v</i>	1) способствовать, ускорять, активировать 2) продвигать, повышать (по службе)

provide, <i>v</i>	снабжать, доставлять, обеспечивать
raise, <i>v</i>	1) выращивать, разводить, выводить 2) поднимать, увеличивать
trial, <i>n</i>	испытание

Answer the following questions.

1. What education process is known as multicultural?
2. What are the main goals of multicultural education?
3. What makes the teaching and learning process a real trial for both teachers and students in multicultural classrooms?
4. What is the main thing that differs multicultural classrooms from ordinary ones?
5. What are the main tasks for young people who get into the environment where a teacher speaks a foreign language?
6. What should teachers offer the students in a multicultural classroom?
7. Why is it important for teachers to be aware of the non-verbal behaviors characteristic of the society where their students are from?
8. What customary non-verbal behaviors should teachers pay attention to?
9. What does the appearance of children from other cultures in the classroom mean?
10. What can a teacher do to help children from other cultures to get accustomed to new traditions and a way of life?
11. Why may students feel shy or unable to express their viewpoint in a multicultural classroom? What should teachers do in such situations?
12. Why should teachers communicate with parents of students from other cultures?

Exercise 1

Match the words with their definitions.

- 1) goal

- 2) diversity
- 3) environment
- 4) challenge
- 5) opportunity
- 6) achievement

- a) a range of many people or things that are very different from each other
- b) a new or difficult task that tests somebody's ability and skill
- c) something that you hope to achieve
- d) a thing that somebody has done successfully, especially using their own effort and skill
- e) a time when a particular situation makes it possible to do or achieve something
- f) the conditions in which a person, animal or plant lives or operates or in which an activity takes place

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- healthy environment; secure environment; working environment; school environment; one's home environment; living environment; to protect environment; to act on the environment; environmental research; environmental damage; environmentally friendly; environmentally acceptable
- to provide somebody with something; to provide for a family; to provide a benefit; to provide a service; provided by the agreement; provided school; provided that
- to promote; to promote friendship; to promote peace; to promote economic growth; to be promoted; promoter; promoting effect; promotion; to make one's promotion; to get a promotion; promotional activities

- to absorb; to absorb something into something; to absorb somebody; to absorb water; to absorb information; to be deeply absorbed in something; to be absorbed in reading; to be absorbed in work; to be absorbent
- equal; equal rights; equal partners; equal to the occasion; to keep an equal mind; to treat somebody as an equal; to have no equal in something; equality; on an equality with somebody; to achieve equality; racial equality

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 2

A virtual learning environment combines real and virtual worlds to provide users with a sense of presence in the virtual environment. Such environments have emerged in teacher training programs as both effective and efficient approaches. The need for early training within virtual environments as part of a teacher preparation program can be highly beneficial for providing preservice teachers opportunities to practice teaching and classroom management strategies with students from various demographic backgrounds and ability levels. Teacher preparation programs using innovative program initiatives such as virtual reality learning environments have the potential to change the face of teacher preparation.

Virtual learning environments that have begun to emerge in teacher preparation programs are being used as a way of representing the academic and behavioral student complexities that exist in real classrooms. One type of virtual learning environments is Mursion (среда виртуальной реальности). It immerses participants in simulated environments with avatars that replicate students, parents/families, and other individuals typically found in a school setting. The environment merges human interaction with technology to create a seemingly authentic experience in a which a preservice teacher can “puppeteer” the classroom. Within the Mursion environment, preservice teachers have opportunities to work with a variety of students, including students with characteristics of various disabilities and English language learners, as well as with adult avatars who represent parents, fellow teachers, and administrators.

During a Mursion session, teacher candidates have the opportunity to interact with the avatars and work on a variety of teaching skills such as providing wait time, asking content related questions, giving effective praise, or refining a crucial part of a lesson they are struggling with. Additionally, Mursion allows preservice teachers to practice and improve on communicating with parents, giving feedback, generating ideas with fellow teachers, facilitating team meetings,

managing classroom behaviors, working with children with special needs, and teaching specific instructional routines relevant to a particular subject area.

Mursion currently offers education-based scenarios in environments for practice with students and parents. The features of Mursion allow teacher educators to create individualized and realistic experiences for preservice teachers. During a session, the teacher educator can modify the scenario in real time, presenting situations that require the preservice teacher to quickly adapt to the context. After the session, the teacher educator can refer to specific parts of a particular lesson to give the preservice teacher feedback.

Moreover, Mursion allows individuals to have repeated trials involving high-stakes situations without risking the loss of valuable resources (e.g., money, time, and people). The possibilities for practice and teaching within the Mursion virtual reality environment are endless. Just as teachers decipher what specific areas of remediation students need, Mursion also adjusts to the specific needs of preservice teachers.

<https://www.researchgate.net>

Vocabulary

adjust, <i>v</i>	1) подгонять, прилаживать 2) приспособливаться, привыкать
background, <i>n</i>	1) задний план, фон 2) происхождение
beneficial, <i>adj</i>	полезный, выгодный, благоприятный
complexity, <i>n</i>	сложность, комплексность
decipher, <i>v</i>	разгадывать, распутывать, понимать
efficient, <i>adj</i>	действенный, эффективный, результативный
emerge, <i>v</i>	появляться, возникать
facilitate, <i>v</i>	1) облегчать, помогать 2) содействовать, способствовать

feedback, <i>n</i>	1) отклик, отзыв, ответная реакция 2) обратная связь
immerse, <i>v</i>	1) погружать, окунать, опускать 2) погружаться, уходить с головой
innovative, <i>adj</i>	передовой, новаторский
interact, <i>v</i>	взаимодействовать
merge, <i>v</i>	1) погружать, погружаться 2) соединять, объединять
puppeteer, <i>n</i>	кукловод
refine, <i>v</i>	1) очищать, повышать качество 2) усовершенствовать, улучшать
relevant, <i>adj</i>	1) значимый, существенный, важный 2) имеющий отношение к делу
remediation, <i>n</i>	1) исправление 2) коррекционное обучение
replicate, <i>v</i>	воспроизводить, повторять
virtual, <i>adj</i>	виртуальный, возможный, воображаемый

Answer the following questions.

1. What does a virtual learning environment combine?
2. What does a virtual learning environment provide users with?
3. Why can early training within virtual environments as part of a teacher preparation be highly beneficial?
4. What potential do teacher preparation programs using virtual reality learning environments have?
5. How are virtual learning environments being used nowadays?
6. What is Mursion?
7. What opportunities do preservice teachers have within the Mursion?

8. Who do teacher candidates have the opportunity to interact with during a Mursion session?
9. What do teacher candidates have the opportunity to work on during a Mursion session?
10. What does Mursion allow preservice teachers to practice and improve?
11. What do the features of Mursion allow teacher educators to create?
12. How can the teacher educator modify the scenario during a session?
13. What can the teacher educator refer to after the session?

Exercise 1

Match the words with their definitions.

- 1) approach
 - 2) feedback
 - 3) background
 - 4) complexity
 - 5) participant
-
- a) advice, criticism or information about how good or useful something or somebody's work is
 - b) the details of a person's family, education, experience, etc.
 - c) a person who is taking part in an activity or event
 - d) a way of doing or thinking about something such as a problem or a task
 - e) the state of being difficult to understand

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- to interact with something/somebody; interacting force; interacting system; close interaction; mother-child interaction; social interaction; by interaction; interactive approach; interactive communication; interactivity

- to be efficient in something/doing something; efficient worker; to make something more efficient; efficient teaching methods; efficient communication; to improve efficiency; to increase efficiency; working efficiency
- struggle for existence; struggle for peace; struggle with somebody; to carry on a struggle; the struggle between good and evil; to struggle against difficulties; to struggle for one's living; to struggle bravely; to struggle to do something; struggler
- to emerge; it emerged that; emergence; emergence actions; emergence of a tendency; emergency; ready for all emergencies; in case of emergency; in an emergency; emergent; emergent country; emergent nations; emergent standard; emerging economy

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 3

Providing preservice teachers with specific feedback on the many facets of teaching practices allows them the opportunity to contextualize experiences, reflect on their teaching, and understand why interim objectives were or were not accomplished.

Coaching, along with the incorporation of a virtual learning environment, expands and increases specific feedback opportunities that universities can provide to their preservice teachers. In turn, this creates opportunities for preservice teachers to construct and modify their beliefs and practices grounded in teaching experiences, as well as to solidify and deepen their understanding of skills applied in the teaching profession.

The virtual learning environment ensures that preservice teachers have additional opportunities to practice in connecting theory to pedagogical strategies. It also allows preservice teachers to gain practical skills through first hand experience, fill gaps in knowledge, and improve teaching skills while under supervision – receiving specific feedback during and after each Mursion session.

Thorough and effective preservice teacher coaching and supervision is a critical component of any teacher preparation program and supervised field experience. Teacher preparation programs that provide explicit feedback that refines and enhances the many skills involved in day-to-day teaching afford preservice teachers opportunities to systematically analyze and evaluate decisions and behaviors that contribute to specific teaching outcomes.

Virtual learning environments such as Mursion have the potential to make significant positive impacts on the way in which preservice teachers prepare for work as inservice practitioners. Teacher candidates who are taught and given the opportunity to practice specific pedagogical strategies prior to going into a real classroom and who are coached about their specific areas of needed environment have the potential to increase their own success as inservice practitioners and the

success of their students. With the ability to practice and fine-tune skills in virtual learning environments, preservice teachers will become better prepared for authentic classroom experiences and expectations.

(<https://www.brighthubeducation.com>)

Vocabulary

accomplish, <i>v</i>	1) совершать, выполнять 2) завершать, доводить до конца
benefit, <i>n</i>	выгода, польза, преимущество
coach, <i>v</i>	1) тренировать 2) консультировать, инструктировать, наставлять
contribute, <i>v</i>	1) вносить вклад 2) содействовать, способствовать
enhance, <i>v</i>	усиливать, увеличивать, улучшать
ensure, <i>v</i>	гарантировать, обеспечивать
evaluate, <i>v</i>	оценивать, давать оценку, составлять мнение
expand, <i>v</i>	1) растягивать, увеличивать 2) развивать, расширять
explicit, <i>adj</i>	явный, ясный, точный, подробный
facet, <i>n</i>	грань, аспект, особенность
fine-tune, <i>v</i>	точно регулировать
impact, <i>n</i>	1) удар, толчок 2) сильное воздействие, влияние
incorporation, <i>n</i>	смешивание, включение
interim, <i>adj</i>	временный, промежуточный
outcome, <i>n</i>	результат, итог, последствие
prior, <i>adj</i>	прежний, предшествующий
reflect on, <i>v</i>	размышлять, раздумывать над (чем-либо)
solidify, <i>v</i>	застывать, твердеть
supervision, <i>n</i>	надзор, наблюдение, контроль

thorough, *adj*

ОСНОВАТЕЛЬНЫЙ, ТЩАТЕЛЬНЫЙ, ПОЛНЫЙ

Answer the following questions.

1. What opportunity does providing with specific feedback on the many facets of teaching practices allow preservice teachers?
2. What does coaching, along with the incorporation of a virtual learning environment, expand and increase? What opportunities does this create?
3. What ensures preservice teachers additional opportunities to practice in connecting theory to pedagogical strategies?
4. What does the virtual learning environment allow preservice teachers to gain and improve?
5. What is a critical component of any teacher preparation program?
6. What do teacher preparation programs afford preservice teachers to do?
7. What potential do virtual learning environments have?
8. What potential do teacher candidates have?
9. What will preservice teachers become better prepared for with the ability to practice and fine-tune skills in virtual learning environments?

Exercise 1

Match the words with their definitions.

- 1) supervision
- 2) outcome
- 3) benefit
- 4) impact
- 5) potential

- a) an advantage that something gives you or a helpful and useful effect that something has
- b) a meeting between a student and their tutor or supervisor that involves teaching and discussion of the student's work

- c) the powerful effect that something has on somebody or something
- d) the possibility of something happening or being developed or used
- e) the result or effect of an action or event

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- to expect; to expect something to happen; to expect somebody to do something; to expect guests; to expect too much of somebody; expectable; life expectancy; expectant; expectation; beyond expectation; to exceed expectation; great expectation; as I expected
- to accomplish a promise; to accomplish a task; to accomplish a distance; to accomplish a purpose; to be accomplished; an accomplished painter; an accomplished fact; accomplishment; man of many accomplishments; to be a real accomplishment
- benefit; for the benefit; for somebody's benefit; for your special benefit; to reap the benefit of something; to derive a benefit from something; to enjoy benefits; mutual benefit; unemployment benefit; to benefit from something; beneficial effect; beneficial influence
- to evaluate data; to evaluate somebody's achievements; to evaluate a market; to evaluate facts; evaluation test; objective evaluation; to make an evaluation; evaluator; to be carefully evaluated
- to contribute to charity; to contribute to good health; to contribute to science; to contribute to a discussion; contribution; to accept contributions; to increase contribution; to make contribution; a generous contribution; a contributory factor; contributor

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 4

Strategies to Promote a Multicultural Environment in the Classroom.

1. The benefits.

Creating a multicultural environment in the classroom is an important step in the teaching profession. Now, more than ever, teachers and educators need to be attentive to the benefits of creating an environment that is advantageous for diverse students. Students who receive the benefits of a good, multicultural classroom environment are more likely to excel in school. Furthermore, teachers who incorporate a multicultural environment in the classroom are more tolerant to the needs of their students. This creates a reciprocal understanding between teachers and students which in turn creates a positive learning environment.

2. Be open and non-judgemental.

Creating a multicultural environment in the classroom is more than just pretty pictures and bulletin boards. A teacher must be genuine and non-judgemental when dealing with students. Today's classroom is a melting pot of many different ethnicities. Many children are refugees from war-torn countries. Some children may be second generation children of immigrants. Some may be poor. Others may be rich. In Mexican culture, children show respect by hugging. In the Chinese culture children show respect by bowing. Whatever the circumstances, a teacher should respect the children. Teachers also need to discover why students do what they do. The reason may be cultural instead of behavioral.

3. Embrace language differences in the classroom.

Today's classroom is a mix of many different languages. Teachers should try to research each student's native language. By teaming with an ESL teacher, general education teachers could learn a great deal about a student's language and second language acquisition. Knowing and researching a student's native language

will not only help teachers understand common English language errors, but it could also give them insight about culture and behavior. Teachers could build word walls (common English vocabulary words regarding a particular subject) in both English and each student's native language. This would create a plethora of languages present in print in the classroom. Students would feel more comfortable and familiar and in tune with their environment, and learning would come more naturally.

4. Celebrate differences.

Perhaps the best way to create a multicultural environment in the classroom is to simply celebrate differences amongst students. There are many ways in which teachers can accomplish this. Food fairs are a great way to celebrate cultural heritage. Once a month students could make a dish that highlights their culture and explain why the dish is important. Each student could taste and learn about authentic foods.

Another way to celebrate differences is to create a gallery walk in which students are given a poster board and markers. Each student could create a poster that highlights their culture. The teacher would then hang each poster around the classroom. Students would walk around to each poster and write a question about each student's poster. Questions about culture or homeland would be answered by ten student who made the poster. Therefore, students would have an understanding about each other's cultures.

(<https://www.brighthubeducation.com>)

Vocabulary

acquisition, <i>n</i>	приобретение, овладение
advantageous, <i>adj</i>	благоприятный, выгодный, полезный
attentive, <i>adj</i>	внимательный, заботливый
authentic, <i>adj</i>	аутентичный, истинный, настоящий, подлинный
circumstance, <i>n</i>	обстоятельство, случай

create, <i>v</i>	создавать, творить, производить
discover, <i>v</i>	1) обнаруживать, находить 2) выяснять, узнавать
embrace, <i>v</i>	охватывать, включать
error, <i>n</i>	ошибка, погрешность
excel, <i>v</i>	1) отличаться, выделяться 2) превосходить, превышать
heritage, <i>n</i>	наследство, наследие
highlight, <i>v</i>	выдвигать на первый план, выделять
incorporate, <i>v</i>	1) соединяться, объединяться 2) включать в, содержать в себе
insight, <i>n</i>	понимание, догадка
judgemental, <i>adj</i>	склонный критиковать, осуждать
plethora, <i>n</i>	изобилие, избыток
reciprocal, <i>adj</i>	1) взаимный, обоюдный 2) равный, эквивалентный
refugee, <i>n</i>	беженец
research, <i>v</i>	исследовать, изучать

Answer the following questions.

1. What are the strategies to promote a multicultural environment in the classroom?
2. What do teachers and educators need to be attentive to nowadays?
3. What students are more likely to excel in school?
4. What teachers are more tolerant to the needs of their students?
5. What creates a reciprocal understanding between teachers and students?
6. What characteristics must a teacher have when dealing with students?
7. How can we describe today's classrooms?
8. What should teachers try to research in a multicultural classroom?

9. How can general education teachers learn a great deal about a student's language?
10. How can knowing and researching a student's native language help teachers?
11. What is the best way to create a multicultural environment in the classroom?

Exercise 1

Match the words with their definitions.

- 1) acquisition
 - 2) circumstance
 - 3) error
 - 4) refugee
 - 5) heritage
-
- a) the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character
 - b) the act of getting something especially knowledge, a skill, etc.
 - c) a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons
 - d) a mistake, especially one that causes problems or affects the result of something
 - e) the conditions and facts that are connected with and affect a situation, an event or an action

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- advantageous; to be advantageous; to advantage; an advantage; a great advantage over somebody; to be at an advantage; a huge advantage; to take

- advantage; advantaged; an advantaged child; advantages and disadvantages; advantages of the system; advancement; professional advancement; slow advancement; to promote advancement
- attentive; to be attentive to somebody; to be attentive to somebody's needs; exceedingly attentive; attention; to attract somebody's attention; to devote attention; to distract attention; to be all attention; attentional
 - to discover something; to discover a solution to the problem; to discover the truth; to discover that; discovery; a scientific discovery; a world-shaking discovery; to make an important discovery; discoverer; a discovered defect; discoverable
 - to create; to create an impression on somebody; to create problems; to create a sensation; to create good working conditions; creation; man's creation; the creation of a company; creative personality; creative imagination; a creative person; a creative approach; creativity; creator; creature; a strange creature
 - to research; to research a subject; to research how; to be thoroughly researched; research work; research activities; detailed research; to be engaged in research; research department; researcher; independent researcher

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 5.1.

Multicultural education values different student cultures and prepares students to thrive in a diverse world. At its core, multicultural education fosters equality, justice, and equity, and it establishes the reality of philosophical ideals in classroom environments. Multicultural education is what schools implement to establish equitable educational opportunities for all their students. It is also an ongoing process of helping students succeed in their academic and personal lives.

Teachers, administrators, and school leaders play an important role in ensuring the incorporation of multicultural education by selecting and managing policies, curricula, and teaching styles. The practice relies on educators who value the histories and experiences of diverse groups of students. Schools and teachers can approach multicultural education in a variety of ways, supporting students as they develop positive perspectives of their own cultures as well as the cultures of their peers. By incorporating culturally responsive pedagogy in curricula and teaching practices, teachers can create an inclusive classroom that values all students.

There are many ways educators can promote social justice and equity in schools, from working to hire a more diverse teacher workforce to mindfully selecting assigned readings that reflect broad cultural diversity. Additionally, teachers promoting equal learning opportunities for students of all races,

ethnicities, and backgrounds can implement multicultural education in the classroom in many ways, for example, to be aware of biases.

For educators to understand what multicultural education is and implement it in their classrooms, they need to be aware of potential biases. While teachers may be open minded and want to deliver equitable instruction, they may have underlying biases they may not be aware of. Further, teachers should understand they may be working with students from many backgrounds who may have biases against one another for cultural, racial, ethnic, or religious reasons. To cultivate safe and productive learning environments, teachers should be aware of any bias and work toward dissipating it. Teachers can also challenge the status quo by inspiring students to address social and school-based inequities that create unequal experiences for marginalized people. Students can be taught to recognize inequities in their classroom and community and use the classroom to discuss real problems their students identify.

It is also very important for educators to value their students' experiences. Students bring unique perspectives to the classroom and can share their own stories or those of family members. Allowing students to share these experiences with their classmates can accomplish at least two goals: providing validation for the students who share similar experiences and introducing students to new perspectives. Teachers can also incorporate the history, values, and cultural knowledge of students' home communities in the classroom instruction. This transformative practice validates students' identities and communicates the importance of learning about others' experiences.

(<https://www.researchgate.net>)

Vocabulary

assigned, <i>adj</i>	заданный, назначенный
bias, <i>n</i>	предубеждение, пристрастие, склонность
core, <i>n</i>	сердцевина, ядро

cultivate, <i>v</i>	1) возделывать, выращивать 2) развивать, оттачивать
dissipate, <i>v</i>	рассеивать, разгонять, растрчивать
equity, <i>n</i>	справедливость, беспристрастность
establish, <i>v</i>	основывать, создавать
foster, <i>v</i>	1) воспитывать, обучать, растить 2) поощрять, побуждать, стимулировать
hire, <i>v</i>	нанимать, предоставлять работу
implement, <i>v</i>	1) выполнять, осуществлять 2) снабжать, обеспечивать
inclusive, <i>adj</i>	1) включающий, содержащий 2) инклюзивный
mindful, <i>adj</i>	внимательный, заботливый
ongoing, <i>adj</i>	1) происходящий в настоящее время 2) непрерывный, постоянный
peer, <i>n</i>	ровня, равный, ровесник
rely, <i>v</i>	полагаться, надеяться, доверять
responsive, <i>adj</i>	отзывчивый, чуткий, ответный
select, <i>v</i>	отбирать, выбирать
thrive, <i>v</i>	преуспевать, процветать
validation, <i>n</i>	1) проверка достоверности 2) оценка, аттестация
value, <i>v</i>	ценить, оценивать

Answer the following questions.

1. What does multicultural education value? What does it prepare students for?
2. What are the characteristics of multicultural education?
3. What do teachers, administrators, and school leaders play an important role in?
4. What educators does practice rely on?

5. How can schools and teachers approach multicultural education?
6. How can teachers create an inclusive classroom that values all students?
7. How can educators promote social justice and equity in schools?
8. What do educators need to be aware of to understand what multicultural education is?
9. What should teachers understand when working with students from many backgrounds?
10. What should teachers be aware of to cultivate safe and productive learning environments?
11. Why is it very important for educators to value their students' experiences?
12. What goals can allowing students to share the experiences with their classmates accomplish?

Exercise 1

Match the words with their definitions.

- 1) to cultivate
 - 2) to hire
 - 3) to select
 - 4) to value
 - 5) to thrive
-
- a) to become and continue to be successful, strong, healthy, etc.
 - b) to develop an attitude, a way of thinking and behaving
 - c) to think that something or somebody is important
 - d) to give somebody a job
 - e) to choose something or somebody from a group of people or things, usually according to a system

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- to cultivate skills; to cultivate one's mind; to cultivate friends; to cultivate a talent; cultivated land; cultivated taste; a cultivated person; cultivation; cultivation of body; cultivator
- to establish contact; to establish the cause of something; to establish a company; to establish one's position; to establish the facts; to establish oneself in business; to establish a home; established truth; established standards; establishing of relations; establishment; a research establishment; an educational establishment
- to select; to select a suitable person; to select somebody to do something; to be carefully selected; selected works; selected applicant; selected information; selection; selection method; selective activity
- to value something; to value somebody highly; to value somebody as a friend; to value something at a certain sum of money; to value somebody's advice; to value one's health; value of human life; value of clean air; of no value; cultural values; valuable information; valuable discovery; valuation; valuables; valuator
- to implement something; to implement a plan; to implement one's promise; to implement a reform; implementable; implementation; to begin implementation; implementation of the contract; implementation of rights

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 5.2.

Teachers can promote equitable learning by being aware of their students' various learning styles, which can be influenced by their backgrounds and upbringing. Some students may be visual learners, others tactile learners or auditory learners. To embody what multicultural education is, teachers can vary their methods of instruction to reach all their students. Teachers should design lessons that allow students to express their thoughts and experiences in their own voices. Teachers can encourage students to learn from one another's experiences and ask questions that promote understanding.

Teachers can emphasize the importance of different cultural backgrounds represented in their classrooms through lessons and assignments. They can highlight different cultures in their curricula embedding the study of diverse cultures and peoples in their core academic content. All students can engage with this authentic reading, writing, and problem-solving experiences. Students can write about their family histories or interview family members. They can work with each other to learn about new cultures.

Teachers who ask themselves "What is multicultural education?" can develop curricula around their students' cultural backgrounds. Students in

multicultural educational environments can learn how to value all cultures, bonding with peers over what makes them similar as well as what makes them unique. If students learn from a young age to be comfortable with differences, they are less likely to develop biases toward people of a different race or ethnicity. Ideally, they may become inclusive adults, free from racial or ethnic biases.

Implementing multicultural education benefits not only individual students but also society as a whole. Multicultural education has long-term benefits for students because those who learn to appreciate and value cultural diversity of their peers will ideally grow up to be adults who likewise promote equality and justice.

To apply effective teaching practices with diverse student groups, teachers should understand how to create equitable learning environments and multicultural education classrooms. Teachers interested in implementing multicultural education techniques in their classrooms can pursue advanced degrees to understand how laws, policies, and leadership play a role in establishing curricula and coursework that positively impact students. Throughout their coursework, they can train as a classroom teacher through placement in an actual school setting.

(<https://www.researchgate.net>)

Vocabulary

appreciate, <i>v</i>	ценить, оценивать
assignment, <i>n</i>	задание, поручение, задача
auditory, <i>adj</i>	слуховой, звуковой
bond, <i>v</i>	связывать, соединять, сцеплять
content, <i>n</i>	содержание, суть, сущность, смысл
coursework, <i>n</i>	курсовая работа
embed, <i>v</i>	1) вставлять, врезать 2) внедрять, вводить
embody, <i>v</i>	1) воплощать, заключать в себе 2) реализовывать, осуществлять

	3) объединять, включать
emphasize, <i>v</i>	подчеркивать, акцентировать
encourage, <i>v</i>	поощрять, поддерживать, воодушевлять
engage, <i>v</i>	занимать, увлекать
leadership, <i>n</i>	руководство, управление, руководитель
long-term, <i>adj</i>	долговременный, долгосрочный
pursue, <i>v</i>	преследовать, следовать намеченному курсу
tactile, <i>adj</i>	тактильный, осязаемый
upbringing, <i>n</i>	воспитание
vary, <i>v</i>	1) изменять, менять
	2) отличаться, расходиться

Answer the following questions.

1. How can teachers promote equitable learning?
2. What can teachers do to embody what multicultural education is?
3. What kind of lessons should teachers design?
4. How can teachers emphasize the importance of different cultural backgrounds represented in their classrooms?
5. How can teachers highlight different cultures?
6. What can students learn in multicultural educational environments?
7. What benefits does multicultural education have?
8. What should teachers understand to apply effective teaching practices with diverse student groups?

Exercise 1

Match the words with their definitions.

- 1) assignment
- 2) content
- 3) leadership
- 4) coursework

5) upbringing

- a) the way in which a child is cared for and taught how to behave while it is growing up
- b) a task or piece of work that somebody is given to do, usually as part of their job or studies
- c) the subject matter of a book, speech, programme, etc.
- d) work that student do during a course of study, not in exams, that is included in their final mark
- e) the state or position of being a leader

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- to appreciate deeply; to appreciate the necessity; to appreciate the danger; to appreciate classical music; appreciated value; to be very much appreciated; appreciable difference; an appreciable sum of money; appreciation; letter of appreciation; sincere appreciation
- to encourage somebody to do something; to encourage somebody in something; to encourage somebody in their studies; to encourage bad habits; to be encouraged by one's success; encouragement; to give encouragement; warm encouragement; to need encouragement; encourager; encouraging words; encouraging look
- to assign somebody a task; to assign homework; to assign a day for a meeting; to be assigned to do something; assignment; special assignment; dangerous assignment; to give an assignment; to carry out an assignment; to be on an assignment; assignment to a new job
- to engage somebody's attention; to engage somebody's sympathy; to engage somebody as an assistant; to engage in business; to be engaged; to be

engaged to somebody; actively engaged; engagement; without engagement;
engager

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

TEXT 6

A virtual learning environment is not a new phenomenon in education. A lot of schools and universities have already implemented such kind of software. Some large enterprises also have their own virtual learning environments to teach newcomers just at the very beginning of their working experience and improve their qualification later on. So, what is a virtual learning environment? It is an online platform that allows replacing the educational processes from classrooms to the Internet.

First, let us disclose in more detail the virtual education meaning. While the set of features differs from one virtual learning environment solution to another, the core functionality basically allows the following:

- planning and management of lessons and other activities
- access to digital learning materials: texts, videos, images, podcasts, etc.
- group discussions and one-on-one chats with a teacher
- submitting homework and other tasks

- grading, tracking students' performance, providing feedback
- holding live lessons.

Such a computer-aided approach reveals new opportunities for students, teachers, and administration as well as brings some challenges. Let us take a look at both pros and cons and find the most beneficial way to utilize a virtual learning environment. The reason to implement any new technology is making something better, simpler, faster. The virtual learning environment implementation makes no exception. So, let's begin with the benefits of virtual learning environment.

With the help of virtual learning environment, the education process becomes more flexible, especially in terms of time. Having permanent and free access to all the learning materials, students can easily align their studies with other plans and activities. So, it gets simpler to continue education even having a full-time job or an infant demanding much time and attention. In addition to that students are free to work at their own pace. Everyone can read the texts and watch the videos as many times as they need to understand the topic, while fast learners do not have to wait for the rest of the group to move further.

Since learning can be done online, there is no need for attending classrooms. This makes high-quality education available for disabled people as well as for those living in remote areas or even on other continents. The virtual learning system also facilitates a non-stop educational process as one can continue studies even on vacation, business trip or lying in bed with a cold.

Another significant benefit provided by virtual learning environment implementation is that getting a degree even at top universities becomes cheaper because there is no need for paying campus fees. The situation is even better for foreigners since they do not have to spend large sums of money on moving to another country.

Virtual learning environments help teachers to plan lessons, manage administrative work, track students' performance, activity, and level of engagement as well as provide additional materials and support for those who need

that. With virtual learning environment it is also easier to analyze the efficiency of the current curriculum and to update it if needed.

The virtual learning environment is friendly to experiments with formats of content and new approaches. It empowers educational roadmap with online tests and quizzes, videos and podcasts. Mixing different activities allows better students' engagement and adding more gamification to the learning process.

As we know, the coin has two sides. So does the virtual learning environment. Along with significant benefits, there is a list of drawbacks to consider when implementing a virtual learning environment solution.

The flexibility of a virtual learning environment can turn out to be a problem for people with a lack of self-discipline or with weak motivation. Without permanent control and strict deadlines, it is hard for them to stay concentrated and study effectively. In addition to that, virtual learning environment opens more opportunities to cheat since no one sees if you are using another device while having an online test or actually doing everything yourself. So, self-discipline and high motivation get crucial.

Not all learning activities can be done online: you cannot conduct a sophisticated chemical experiment in your bedroom or train dentist skills without special equipment. This makes some courses and degrees either too theoretical for further usage or available only within the traditional learning system. One more limitation here is delayed answers. Studying in the classroom, you can ask any question and get an immediate teacher's answer while online education implies time flexibility for everyone, including teachers.

Even though virtual learning environment systems provide a lot of tools to facilitate communication – chats, group discussions, live lessons – they cannot allow the same level of engagement as face-to-face conversations. This not only discourages warm relations and mutual assistance in a particular group but also prevents students from developing communicative and conflict-solving skills they will need in real life.

The implementation of the virtual learning environment requires time and money investments from the educational institution. The virtual learning environment system has to be either chosen from the existing solutions or developed from scratch, the staff has to adapt to new ways of the learning process organization.

(<https://scand.com>)

Vocabulary

access, <i>n</i>	доступ, проход
align, <i>v</i>	1) ставить в ряд, выравнивать 2) настраивать, регулировать
available, <i>adj</i>	доступный, имеющийся в наличии
crucial, <i>adj</i>	ключевой, критический, решающий
deadline, <i>n</i>	1) предел, граница, край 2) конечный срок, срок окончания
discourage, <i>v</i>	препятствовать, не одобрять
drawback, <i>n</i>	недостаток, отрицательная сторона
efficiency, <i>n</i>	эффективность, продуктивность
empower, <i>v</i>	давать возможность, снабжать полномочиями
enterprise, <i>n</i>	предприятие, учреждение, компания, фирма
facilitate, <i>v</i>	1) содействовать, способствовать 2) облегчать, помогать
flexible, <i>adj</i>	гибкий, пластичный, упругий легко приспособляемый
infant, <i>n</i>	младенец, ребенок
lack, <i>n</i>	недостаток, отсутствие
limitation, <i>n</i>	ограничение
mutual, <i>adj</i>	взаимный, обоюдный
newcomer, <i>n</i>	новичок, начинающий

pace, <i>n</i>	скорость, темп, шаг
permanent, <i>adj</i>	постоянный, неизменный
prevent, <i>v</i>	предотвращать, препятствовать, предупреждать
remote, <i>adj</i>	дистанционный, отдаленный
reveal, <i>v</i>	обнаруживать, выявлять, разоблачать
significant, <i>adj</i>	значительный, важный
sophisticated, <i>adj</i>	сложный, сложно устроенный
submit, <i>v</i>	1) подчинять, покорять 2) указывать, утверждать
utilize, <i>v</i>	расходовать, использовать, употреблять

Answer the following questions.

1. How many schools and universities have already implemented A virtual learning environment?
2. Why do large enterprises have their own virtual learning environments?
3. What is a virtual learning environment?
4. What do virtual learning environments allow to do?
5. What is the reason for implementing any new technology?
6. What happens to educational process with the help of a virtual learning environment?
7. How can students align their studies with other plans and activities?
8. Is there any need for attending classrooms when students study online?
9. Who does it make high-quality education available for?
10. What does virtual learning environment facilitate?
11. Why does getting a degree at top universities become cheaper when virtual learning environment is used?
12. What does virtual learning environment help teachers to do?
13. What is virtual learning environment friendly to?
14. Who can the flexibility of a virtual learning environment turn out to be a problem for?

15. Why is it hard for students to stay concentrated and study effectively?
16. What opportunities does virtual learning environment open?
17. What learning activities cannot be done online?
18. What can virtual learning environment prevent students from?
19. What does the implementation of the virtual learning environment require?

Exercise 1

Match the words with their definitions.

- 1) deadline
 - 2) drawback
 - 3) access
 - 4) solution
 - 5) enterprise
-
- a) the opportunity or right to use something or to see something
 - b) a point in time by which something must be done
 - c) a disadvantage or problem that makes something a less attractive idea
 - d) a company or business
 - e) a way of solving a problem or dealing with a difficult situation

Exercise 2

Translate the following words and word combinations into Russian paying attention to your active vocabulary and derivatives:

- to prevent something; to prevent environmental pollution; to prevent harm; to prevent the danger; to prevent somebody from doing something; prevented; preventer; prevention and control; prevention is better than cure; preventive actions; preventive measures; preventively
- significant achievement; significant changes; significant experiment; to play a significant part; to make a significant contribution; significance; social

- significance; a matter of great significance; to be of great significance to somebody; significantly different
- flexible; a flexible substance; to be flexible about something; flexible approach; flexible working hours; flexibility; to show flexibility; to exercise greater flexibility; flexibly; to respond flexibly to something
 - access; direct access; easy access; on open access; to get access; difficult of access; access time; access road; access to documents; to deny somebody access to something; the only access to a building; to be accessed; accessibility; accessibility of information; accessible; easily accessible; accessible for inspection; accessible to the public
 - available; by all available means; easily available; to be available for sale; to be available to anyone; to make something available to somebody; to make oneself available; availability

Exercise 3

Write a paragraph expressing your own attitude to the information given in the text.

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ОБРАЗОВАТЕЛЬНАЯ СРЕДА
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