

ILAN – Innovative Language Training Course

English for Students, Lecturers and Administrators of Technical Universities

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This innovative language training course arose from the Tempus Joint European Project “Innovative Language Curricula in Technical Universities (ILAN)” which focused on developing up-to-date curricula. The project activities resulted in a set of study materials for students, graduates, postgraduates, teachers and administrative staff to adapt them to the English Language environment of European universities. The project was supported by the University of Klagenfurt, grant holder, and coordinated by the Moscow Automobile and Road Construction Institute – State Technical University. Six technical universities were involved in the project: University of Klagenfurt (Austria), Linköping University (Sweden), Moscow Automobile and Road Construction Institute – State Technical University (Russia), Moscow State Agro-Engineering University named after V. P. Goryachkin (Russia), Tambov State Technical University (Russia) and Moscow State Institute of Steel and Alloys – Technical University (Russia).

The course is intended for three groups of learners – students, teachers of technical disciplines and administrative staff of engineering universities. Under the Common European Framework of Reference for Languages the required starting level for students and teachers is B2, for administrative staff – B1. The series is designed for further development of the communicative competence acquired within the previous compulsory English training.

The set of materials consists of five parts:

1. Coursebook,
2. Learner’s Guide,
3. Role Play “International Conference”,
4. Teacher’s Guide,
5. Multimedia Toolkit.

I. COURSEBOOK

This is the core textbook of the set of study materials. The development of the communicative competence includes improvement of reading, speaking, listening and writing skills. The priority is given to oral communication and writing. The coursebook consists of six units, and it also includes the content map, appendices and references. All units have identical structure applied on various topics.

▪ **Reading** section contains the main text which provides learners with important pieces of information on the topic of the unit and introduces the required vocabulary. The section is intended for further development of different reading strategies, while the content may be used for discussions. Audio-recordings of the texts focus on differences in British and

American English pronunciation and are available in the Multimedia Toolkit.

- **Glossary** introduces higher technical education terminology, expressions from the field of European academic culture, their definitions and Russian equivalents, supported by audio-recordings in the Multimedia Toolkit.
- **Listening** section provides two types of recordings: monologues in the part Listening to a Mini Lecture, and dialogues / polylogues in Listening to a Conversation. The audio-recordings in the Multimedia Toolkit focus on varieties of spoken European English.
- **Speaking** section covers relevant communication issues that may arise at a European university within studying, communicating with colleagues, arranging exchange study programmes etc.
- **Writing** section contains various forms and instruction on how to fill in them, how to write business letters and e-mails typical for academic correspondence.
- **Bridging the Cultural Gap** section provides learners with cross-cultural information crucial for their stay at the university campus in a European country.

At the end of the Course book the Vocabulary is provided which contains terminology from Glossaries with transcript and references to units; four appendices containing the list of geographic names, rules of Russian-English transliteration, disciplines provided by engineering universities and abbreviations used in e-mail communication; and the list of references to literary and electronic sources.

II. LEARNER’S GUIDE

Having completed the coursebook, studying the learner’s guide should follow. This part of the set contains six units. It is structured for three target groups of users – Students (Units 1, 2), Teachers of technical disciplines (Units 3, 4) and Administrative staff (Units 5, 6). The main goal is to develop the communicative competence and thus promote academic contacts and mobilities.

English for **students** focuses on academic writing, speaking and taking notes.

English for **teachers** deals with developing skills for academic writing and project work.

English for **administrative staff** is intended to training skills in telephoning, drawing up documents and fixing related vocabulary.

Once learners complete this part, they can move on to the Role Play “International Conference” book.

III. ROLE PLAY “INTERNATIONAL CONFERENCE”

This book is the integral part of the set of study material used to final stage of the training course. It simulates the international conference environment, and thus provides learners with the opportunity to apply the required skills in situations similar to real ones.

The section provides 15 role cards on separate pages which can be cut and copied by the teacher. Each learner receives a card with a person and role description and other relevant details to play it within the performance. The book also contains extended appendices dealing with the registration form, conference badge, author’s instructions for writing abstracts, papers, undergoing the review process, preparing the oral presentation, and other related activities. The final appendix contains recommendations to language teachers on how to run the process simulating the conference attendance.

IV. TEACHER’S GUIDE

This part provides users with information on the project concept, recommendations and comments from the authors on methodology and learning objectives. Texts of audio-recordings and keys to activities are also provided.

V. MULTIMEDIA TOOLKIT

As mentioned above the toolkit contains all audio-recordings user in any part of the training set on the CD-ROM.

VI. TO SUM UP...

...the set provides learners of all three target groups with activities developing skills which are required from everybody studying and working within today’s higher education environment. The set combines traditional approaches to learning foreign languages (i.e. work with textbooks) supported by activities appreciated by current learners (e.g. role-playing, direct communication simulating real situations etc.), and implementation of information and communication technologies in the

process of instruction, which is hardly to be imagined without them.

Despite the content of all textbooks focuses on the Russian educational environment, the set can be used by teachers and learners in other countries (not only European) as well. Both the English language and methodological recommendations are “international”, i.e. open and helpful for users of any country.

Authors hope the book will contribute to deeper integration of (not only) Russian engineering education into European Higher Education Area, the improvement of language training in technical universities and higher level of English communication competence of everybody involved in the process.

MORE INFORMATION

More information is available at: Татьяна Полякова [kafedra101@mail.ru] from T. Polyakova, MADI, Moscow.

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