

УЧИМСЯ С БИЛЛИ АЙЛИШ: ОНЛАЙН КУРС РАЗГОВОРНОГО АНГЛИЙСКОГО ЯЗЫКА

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В данной статье рассмотрены причины популярности и актуальность использования онлайн курсов, выделены критерии составления эффективного онлайн курса, описывается опыт автора по составлению онлайн курса по изучению разговорного английского языка, описан разработанный онлайн курс. Рассмотрены эффективные для использования в преподавании иностранного языка формы и средства обучения, представлены инструменты составления онлайн-курса.

Ключевые слова: *онлайн-курс, эффективность онлайн-курсов, преподавание английского языка, дистанционное обучение, разговорный английский язык, английский язык.*

LEARNING FROM BILLIE EILISH: ONLINE COURSE IN SPOKEN ENGLISH

This article observes the relevance of using online courses, considers the criteria for creating an effective online course, describes the author's experience in creating an online course in learning spoken English. The effective forms, means of teaching a foreign language and tools for creating an online course are considered.

Keywords: *online course, effectiveness of online courses, English language teaching, distance learning, colloquial English language, English language.*

The number of listeners of mass open online courses is increasing every year. Sometimes it is not always possible to hold a traditional lesson and participants in the educational process find themselves in conditions of forced distance learning. However, this also has positive aspects, as new opportunities in the field of online education open up to the teacher. Thus, the relevance of the topic is determined by the need for the education sector to adapt to modern conditions, to switch to a distance format.

The scientific novelty of the research lies in the fact that the sphere of online education and in particular online courses has not been studied much due to its relative novelty in the sphere of education.

The purpose of the research is to identify the principles and criteria of the effectiveness of an online course and create an online course. Research objectives: 1. Describe the criteria of the effectiveness of online courses. 2. Describe the process of creating our online course, its content, structure, forms and means of teaching that is used.

Research methods: analysis, description, comparison, modeling.

Obtained results:

According to the research and analytical company Class Central, the number of listeners of mass open online courses (MOOCs) has exceeded 180 million. Online learning platforms are used by 43% of students to complete home tasks. According to statistics from the University of Potomac, 70% of students agree that online classes are better than traditional classrooms. According to a global data analysis conducted by McKinsey, students from the United States who spend 60 minutes a week studying using online courses were able to achieve the best academic results. The Maximum Education Center conducted a survey of schoolchildren and their parents about the time they spend on gadgets. 27% of schoolchildren said that they spend more than 8 hours a day using gadgets. 18% said they spent 3 hours a day using devices, and 15% – about 5 hours. This is quite a long time in order to develop an inextricable link between everyday life and the use of gadgets with Internet access for students [3]. Spending time with gadgets is familiar and natural for students and teachers can use this resource to introduce education into this environment.

In order to make your course effective for both students and you, you need to follow some rules:

The first principle is the presence of short answers to the questions on the main page of the course:
1. What is this course about? 2. Who is it intended for? 3. How long will the training take and how long will

access to the course materials be provided? 4. What result will the student get? 5. What tools, forms of training and knowledge control are used in this course? 6. Is there any feedback from the teacher?

The second principle is that the course description should contain information about the author: photo, name, profession/occupation, outstanding achievements (if there are any), interests.

The third principle concerns the design of the course. The studying material should be correctly designed and clearly structured by topics and sections. Detailed instructions are given for the tasks. Images or videos in low quality should not be used [1, p. 39].

The fourth principle concerns the content of the course. The course should contain up-to-date information.

The fifth principle is the presence of a transparent evaluation system. This means that the student can see as the results of the test tasks as the mistakes [2, p. 16].

Taking into account all the above principles and requirements, an online course was developed on the Google Class platform for learning spoken English, dedicated to the work and life of the famous American singer Billie Eilish. The choice of a famous English-speaking personality was due to the availability of monitoring such a person, her language and manners of speech on such popular platforms as YouTube, Instagram, Apple TV and so on. One of the tasks of such a course is to eliminate the language barrier between the student and the English-speaking person whose life he follows or observes in the Internet space. Thus, such training becomes more interesting.

The target audience of the course is both school pupils and self-studying students with English language proficiency not lower than Intermediate. The means of teaching English are videos with the speech of a native speaker, texts and photos with lexical and grammatical material, written and oral tasks in online format, as well as game tasks for improving vocabulary and grammar training. The control is carried out in the form of tests in the Google Forms format.

In this course, the following logic of the studying structure is followed: in each section, the material that may not be familiar to the student from a grammatical and lexical point of view is given. Students are offered an unfamiliar text so that they develop special skills for independent search and selection of the necessary information as answers to questions of interest – students have questions that they will then find the answer to. All written materials are given in the format of a Microsoft Word document so that the student has the opportunity to copy the language units to the translator or to insert them into his electronic dictionary to accumulate active vocabulary and study in a format convenient for him. Then a new vocabulary from the previous text is given with a translation for study. This is followed by vocabulary training in a game way (crossword puzzle, connecting words with translation, searching for words among scattered letters, quiz, etc.) and classical forms (inserting, writing words into gaps, etc.) on such online platforms as Quizlet, Wordwall, LearningApps. This form of training is effective due to the fact that such a format is familiar and interesting for students. Then the student makes the test in Google forms format and the teacher sees its results. The same technology of presentation of the material is used to study grammar and then the student proceeds to study the next section

This course consists of 4 sections:

The 1st section is called Biography, which includes speech samples directly from a biography of the singer. It includes a video with the singer's speech without subtitles and the analysis of her language. This video is suggested in order to immerse the student in the English-speaking colloquial speech and creative life of the singer. Also there is a text dedicated to the biography of the singer, a list of new words from the text with translation [4, 8]. To train a new vocabulary, lexis of new words and exercises in Quizlet, game tasks in the format of a crossword puzzle and searching for vocabulary words in LearningApps, a task for inserting new words in Wordwall are used. This section provides text material for studying Past Perfect, the grammar is trained through fill-in exercises on the Wordwall platform. There are also tests to check the assimilation of new words and grammar in the Google Forms format.

The 2nd section Creations is filled with linguistic materials taken from the singer's songs. It includes video clips, the lyrics in original, a list of new words from the lyrics with translation [6, 7]. To train a new vocabulary, a glossary of new words and exercises in Quizlet are used, game tasks in the format of a crossword puzzle and search for learned words in a field with letters in LearningApps, a task for filling new words in Wordwall. This section provides texts for studying such grammatical topics as Wish, Verbs + infinitives, Are not I, Would. These grammatical constructions are trained through fill-in exercises on the Wordwall platform. There are also tests to check the learning of new words and grammatical material in the Google Forms format.

3rd section is called Instagram in which language from the singer's publications on the social network Instagram is taken. It includes screenshots of the language material from the singer's Instagram, new words are highlighted in the texts of the singer's posts and their translation is given [9]. To train a new vocabulary, a glossary of new words, exercises in Quizlet, a crossword puzzle game task, a translation task in LearningApps, a task for inserting new words in Wordwall are used. This section provides text material with screenshots from Instagram for studying Past Simple passive, Present Simple passive, Gerund. Grammatical constructions are trained through fill-in exercises on the Wordwall platform. To check the mastering of new words and grammatical material, tests are presented in the Google Forms format.

The 4th is called Interview, in which language patterns are taken from various singer's interviews. It includes a video with the singer's speech from various interviews with subtitles. Students are suggested to study a list of new vocabulary with translation and a video extracts from the interview with the pronunciation of each lexical unit are taken into the list of new vocabulary [5]. To train a new vocabulary, a glossary and some practical exercises in Quizlet are used, game tasks in the form of a crossword puzzle and word translation are in LearningApps, a task for inserting new words in Wordwall is used. This section provides with screenshots of the texts from interviews for studying Zero conditional, Imperative. These constructions are presented in the interview extracts. This grammatical topic is trained through fill-in exercises on the Wordwall platform. There are also tests to check the mastering of new words and grammatical material in the Google Forms format.

The student can always return to the materials of the previous section to recall what he has studied and passed, save the course materials to the device with which the student is taking the course.

The study makes it possible to draw the following conclusions: the popularity of online courses is growing and will be growing in the future, there are many new online courses created for different purposes and different audiences, but in order for your course to be useful and noticed by students, you need to follow the above rules and provide really relevant information for a specific audience. According to the results of the study, the criteria for the effectiveness of creating an online course were identified, an online course was created, the theoretical effectiveness of which is proven by the results of the research.

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