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**Professional Culture of the Specialist of the Future**

**PROFESSIONAL-ORIENTED ENGLISH LANGUAGE TEACHING  
OF THE FUTURE SPECIALIST IN HIGHER INSTITUTIONS**

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***Abstract***

The study of foreign languages is an integral part of the educational process in higher educational institutions of humanitarian orientation. It is necessary to use a variety of additional materials and programs for the full development of linguistic, grammatical and phonetic features for achieving an optimal level of English language proficiency. This article discusses the possibility of practical use of students' channel in a multifunctional Television Studio for teaching major interdisciplinary topics studied in the context of the development of the English language and English culture. Attracting students to create their television product with Internet communication is an excellent incentive to increase interest in the learning process. During the experiment conducted at the Institute of Foreign Languages (RUDN University), the potential of this program was revealed in two groups of the first and second courses. The best practices were used as a teaching aid at the initial stage of learning a foreign language and broadcast on the air of the far Eastern channel PRIM 24. This program helped students with interest to discover new aspects of the language and do their homework with great enthusiasm, which led to an increase in overall productivity and cohesion in the group. Hence it follows that the use of YouTube video hosting in a Multifunctional Television Studio is an advanced way of teaching a foreign language for academic purposes from Russian Humanitarian Universities.

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**Keywords:** Communicative-telecommunication method, learning and teaching English, Multifunctional Television Studio, visualization, YouTube.



## 1. Introduction

New pedagogical technologies based on a combination of linguistic and didactic constants and modern techniques are increasingly gaining international educational space. Many researchers believe that professionally-oriented English language teaching acquired the status of a scientific direction in the 1960s. At the moment, professional training in English at UNIVERSITIES is considered an integral part of the educational process in any direction. It is based on the basic needs of future specialists in a particular field, dictated by the characteristics of the future profession. It is necessary to highlight the main components of focus-educational, practical, developmental and educational. Each of these components contributes to a holistic instilling in students the essential qualities based on a foreign language.

### 1.1. Professional training.

On the Basis of the Institute of Foreign Languages (RUDN University), English training is the most crucial aspect, passing through the entire educational activity of the student. Professional education begins with a basic level, which includes studying the generally accepted developmental topics necessary for the learner for a widespread perception of foreign language culture. The basic course consists of an introduction to the generally accepted phonetic, grammatical, cultural and linguistic aspects. Teachers train students through English-language textbooks, original manuals selected by teachers, as well as television products made by students and teachers depending on the subject of the lesson. Continuing education in English already at the business level begins with the third year and lasts until graduation from the higher institution. The objective of these lessons is to expand and enrich the values of the previous courses and prepare students to communicate on professional and business topics because overcoming the language barrier is arduous work.

“To better prepare students for the higher educational demands of life and work in the 21st century, teachers need to become high-level knowledge workers” who constantly learn professionally (Schleicher, 2012, p. 11). Foreign language classes should be close to real-life situations of foreign language communication. To resolve this purpose, the teacher needs to take the modern role of the teacher-manager, able to manage the activities of students, plan, adjust, quickly make changes in the structure of the stages of the lesson, monitor the achievements of results; teacher-leader, who can create creative teams, involve students in project or research activities in the field of country studies; teacher-consultant on preparation for professional international competitions, projects, trips abroad in the framework of exchange programs, self-study of a foreign language in intensive courses in the online system, etc.; teacher – researcher in the field of professional linguodidactics, methods of professional education, innovative pedagogy or psychology of foreign language teaching of students. Practical classes should become a space in which teachers actively improve foreign language skills of business and professional communication; reveal abilities to intercultural communication. Teachers should pass through active teaching approaches, for example, the process of training stations, the method of projects, tasks for training new lexical material, communicative assimilation of grammatical structures. “Collaboration, a focus on student learning in teachers' daily practice and longer-term programs are important aspects of effective teacher professional development programs” (Prenger, Poortman, & Handelzalts, 2017, p.77).

Based on teaching practice, we can say that comprehensive English training at the moment is impossible without an innovative approach. Teachers identify the primary task of professionally-oriented teaching the introduction of new interactive tasks and the creation of techniques to help students fully integrate into the foreign language environment. Based on the modern theory of language learning is aimed at international barrier-free communication, that is why foreign language teachers and linguists need to upgrade their such professional competencies as regional geography through language, lingua didactic, culturological, presentive in addition to literacy and speech.

As for professionally oriented foreign language competence is “successfully implemented in the system of interdisciplinary foreign language teaching based on socio-pedagogical, psychological, didactic-methodical and general methodological principle” (Gramma & Kuznetsova, 2017, p.47).

### **1.2. Media education using YouTube video hosting.**

Media-didactic materials play a huge role in lectures and seminars. Selection and compilation of text and video presentations is a necessary part of the educational process. Based on UNESCO documents, media education affects various aspects of graphics, printed word, sound, video, thus helping students to perceive the necessary educational information better. Recently, YouTube video hosting has become very popular, where anyone can create and upload their videos, as well as merely view the telecommunication projects of other participants. The use of ready-made or the creation of their channels has a positive effect on the learning process and the interest of students. The vision of students changed in the learning process over the past few decades. Printed publications no longer attract the General interest of young students because their views are more focused on media resources, which give examples of the leading intellectual fields.

YouTube video hosting in recent years, since its Foundation, occupies the first position among the sites for interested people in various fields. The possibility of practical use of its channel for teaching the main interdisciplinary subjects studied in the context of the development of the English language and English culture opens up new horizons in the teaching of both primary and professionally-oriented competencies described above. Students acquire digital literacy skills besides learning the target language. A teacher uses technology because “it can offer tools that simulate real life work situations, while giving students the opportunity to acquire and practise essential 21st century professional skills” (Kern, 2013, p. 112). The use of video during the lessons is a peculiar method of consolidating the information obtained from textbooks, as well as increasing the level of involvement in the Academic Situation. Visualization of the topics learned allows students to strengthen their lexical, grammatical, phonetic and other skills much better. Just a short pause, spent watching videos on a specific theme, can improve educational, productive capacity and activity in classrooms. Joint work on the development of video materials in the teacher-student team provides an opportunity for a comprehensive study of a specific topic and benefits both sides. Attracting students to create their video projects is also a great motivation to increase interest in the learning process. Daly et al. (2009) report that ease of access to necessary equipment is now an essential part of professional life and appears to make a significant difference to teachers’ capacity and enthusiasm for learning.

In the context of the program, the basic training manual "Upstream" with five main modules divided into ten topics was used. Students studied grammar and vocabulary in the context of units devoted to home

improvement, important life moments, travel, healthcare and other. The first module consisted of units "My home is my castle" and "While there's life, there's hope" is aimed at obtaining knowledge about everyday objects and life in different houses, as well as the main life events of each person. The students studied new vocabulary in groups "dwellings and appliances," "household chores," "home safety," "facial features," "stages in life," "family relationships." In this module, the main focus is on the study of simple times (Present and past simple), as well as the possibility of communication on everyday topics.

The second module is devoted to two important aspects of modern life – travel, and ecology. In the context of these units, students are taught vocabulary and grammar aspects on the topics “weather,” “types of holidays”, “holiday resorts,” “holiday troubles,” “environmental problems,” “conservation,” “energy crisis,” “preserves of animals and plants” (Evans & Dooley, 2014). Grammatically, future tenses, constructions of comparisons and certain groups of phrasal verbs are considered.

In the third module, students learn topics related to health care, everyday concerns and various criminal dangers. By the lessons "health problems," “daily routines,” “stress and relaxation,” “feelings,” "types of offense" new vocabulary is studied, and new understandings on this subject are built, including knowledge of modal verbs, the use of tag-questions.

The fourth module is aimed at strengthening knowledge in the field of shopping, eating habits. Students repeat the previously studied turnover and learn communications in the domestic sphere, expand the vocabulary of the directions "shops and department stores," “shopping complaints,” types of food,” “recipes.” Students discuss causative form, reported speech in video blogs.

The final module includes two modules-sports and entertainment, news distribution. In this context, such topics as “types of sports,” free-time activities,” “types of entertainment,” “types of news,” “newspapers,” “natural\ man-made disasters” are considered (Evans & Dooly, 2014). During the lessons, the teacher introduces the use of such grammatical structures as Conditionals, Future perfect, wishes and would rather.

The full course is aimed at the holistic acquisition of speech skills. In the context of each lesson, the student goes through all aspects of the language – speaking, listening, reading and writing. Each task is related to different video tasks. The student can both view the video and perform their activity for the YouTube channel. Concerning grammar, video materials can be produced to explain the new tense; students read excerpts from past stories or perform stand-up shows. Also, the teacher gives the opportunity for students to make their mental maps that help to learn a complex group of words or phrases for use in a communicative environment. As an example, the task of building a dialogue, where each student is required to use ten or more new words from the unit.

Thus, channel control on the video hosting YouTube contributes to the creation of project activities of students. Based on a specific goal, students are not only involved in teamwork and cooperation with the teacher but also learn to apply professional competence creatively. The practical professional orientation of the project has great educational potential. During the work on the task, students learn software, motivation, develop professional communication skills, practice declamatory skills, develop social and business competencies. Work on the draft helps students to join the atmosphere of teamwork, which is the main feature of professional activity. Creating materials for the channel uses all the skills learned during the lessons but with the participation of the team. Teamwork teaches patience, understanding, dispatch, and

interpersonal interaction. A common view among scientists (Kler, 2015; Kozarenko, 2015) is that teachers and the school authorities should feel positive about ICT, only then they can teach the students about the real worth of ICT in teaching-learning, and this can do wonders for both the teachers as well as the students.

## **2. Problem Statement**

The state task set for Russian universities is the education of competitive students in the international education market. It is impossible without the implementation of innovative reforms in the field of foreign language training of future specialists, the purpose of which is the formation of a person capable of communicating in a multicultural society in foreign languages.

How is the communicative-telecommunication method reflected in the individual educational trajectories of students? What difficulties arise in the organization of pedagogical support of telecommunication projects in a Multifunctional Television Studio? How to help the teachers in determining their innovation trajectory and thus bring the teaching foreign languages at the University to a new level?

## **3. Research Questions**

Within the framework of the problem we must solve the following specific scientific tasks:

- The study teachers' methods who create their channels on YouTube in the daily practice of teaching.
- Determining the degree of innovation component in the development of individual teaching strategy.
- Studying the degree of students' motivation in the application of telecommunication innovations in foreign language practice.
- Determination of teachers' levels of self-assessment of ICT competencies.
- Identification of the leading causes and difficulties in the development of innovative approaches at the objective and subjective levels.
- Finding and developing solutions to major problems.
- A thorough analysis carried out in the context of this issue will reveal actual state of things, which will help to develop a strategy for the ongoing introduction of innovative technologies in the teaching of foreign languages, thus bringing Russian universities to favorable rating positions.

## **4. Purpose of the Study**

To develop a strategy for improving the use of the communicative-telecommunication method of teaching foreign languages in Russian universities, and, first of all, in RUDN University.

### **4.1. Types and content of work.**

To conduct an online questionnaire of teachers on the theme "Effectiveness of the communicative-telecommunication techniques using in classrooms in foreign languages.

To process the data, to determine the frequency of use of innovative approaches in everyday practice in classrooms in a foreign language.

To introduce modern, innovative information technologies in the process of students' training and further connection of the acquired knowledge in professional application.

#### **4.2. Expected scientific results.**

1. Identification of the main vectors of the innovation process in the practice of the foreign languages teaching in Russian universities.

2. Determination of teachers' involvement in telecommunication projects.

3. Determining the level of motivation of students in teaching professional English with the use of Internet communications in a Multifunctional Television Studio in the use of innovative teaching methods.

4. Identification of difficulties encountered in the process of innovation.

5. Identification of the reasons for the low motivation of teachers in the use of ICT (analysis of subjective and objective factors).

6. Determination of the degree of creative satisfaction of the teacher in the context of the innovation paradigm.

7. Identification of teachers' needs to improve and share innovative experience in the information space.

## **5. Research Methods**

Research areas devoted to the introduction of innovative forms of foreign language teaching based on the latest technologies occupy the most serious and dynamic positions in the publications of researchers from all countries. Major international congresses of foreign language teachers (FIPF Liege, Belgium 2016) and forums in the field of education (CRIFPE Montreal, Canada 2017; EDULEARN2018 Palma de Majorca, Spain; Russian and Ibero-American World Cadiz, Spain 2018) discuss complicated problems. These are the issues of creating a virtual educational space, changing the algorithm of the educational process participants, "the development of pedagogical support of innovative forms based on modern technological study aids" (Rodionova & Titova, 2016, p. 94).

The results of the current state of research publications in the field of innovations' application in educational process, special attention is drawn to the innovative, motivational and active approach in education, as reflected in the most cited works of such researchers as Liu & Kleinsasser (2014), Takacs et al., (2015); Mikheeva & Dvoryadkina (2016), Petrova (2018).

### **5.1. Proposed methods and approaches**

Quantitative research methods:

- online questionnaire of foreign language teachers in Russian universities
- online questionnaire of students on the effectiveness of the use of innovative techniques in the CLASSROOM
- statistical processing of the data obtained
- Qualitative research methods:

- individual and collective interviews with foreign language teachers
- direct or indirect (video) introduction with the implementation of communicative-telecommunication method.

## **5.2. Expected scientific results.**

It is necessary to highlight the most relevant types of lessons for teaching professionally-oriented English in a Multifunctional Television Studio. Initially, Pre-session is considered to study a new topic or material. This type of class includes a small lecture, passing into the theoretical study. At this stage, it is possible and even necessary to use video materials prepared by the teacher in advance. It can be a video blog of a teacher explaining grammar or basic phonetic concepts, introduction to country studies or culture. The students need to make notes on such classes because at the end of this lesson the teacher has the right to ask basic questions on the topic.

The next stage of training is the improvement of already acquired knowledge. There are practical lessons where students perform tasks, write essays or letters of a specific orientation, participate in a business game or teambuilding operations. Business games are a great help to expand thinking, Outlook, and develop speech capabilities of each student. The group is divided into pairs and fulfills a particular role, and at the end of the discussion reports together or creates a Director's version of the video plan (following the task).

Discussions, conferences, business games are the third type of classes, which are defined as classes of generalization and systematization of knowledge. For such lessons it is good to ask a specific topic and conduct roundtable discussions with visual effects, presentations based on PowerPoint or Prezi initially explaining the rules and principles of creating a good slide report. This creative process introduces future professionals to both computer and public speaking skills. Providing design of personal presentations, writing texts, preparation of the speech itself play an essential role in the formation of confidence in the use of the acquired skills. Students are not allowed to use the full texts of presentations. Instead, cards with abstracts and brief information are permitted. This approach helps to reveal the speech's assets and to improve the morphological characteristics of the speaker.

In the Institute of the foreign languages of the Peoples' Friendship University of Russia, the most common is a combination of classes with different types of tasks for students. The combined form is the best way to provide as much information as possible and consolidate the material covered. In two academic hours, students have time to understand new material, combine previous knowledge and hold a productive discussion on the creation of a new video cartoon or an explanation of phraseology or topic. Control classes are held at the end of the passage of units and topics. Conducted in the format of tests, surveys, written works, tests, creative exams. It is also possible to check the control of the learned vocabulary. Students are given a topic on which students need to conduct a pair dialogue using the maximum number of vocabulary words found in video lessons, texts, tasks, items from the textbook. It is recommended to set a minimum threshold of words to get a credit, as well as the second attempt to pass such a dialogue with a change of partner. Professional vocabulary is a crucial requirement for the preparation of future graduates.

Forming professionally-oriented training without it is impossible. It is worth noting the following principles of learning professional vocabulary: the didactic principle is based on imaging, using of visual aids, and consciousness; the linguistic principle based on the concentration and minimization of linguistic

units; the psychological principle of gradualism awareness of meaning; the methodical principle of the differentiated approach. Each of these principles has its advantages and when combined can help students better learn the material. As an example, the method of learning vocabulary via mind maps. Mental maps are a convenient and effective technique for memorizing information and visualizing thinking. This technique is useful for learning whole blocks of words or consisting of the same parts of phraseological units. The distribution of vocabulary on similar groups or topics helps to remember visually and psychologically this material. Visualization of the topics covered allows students to better consolidate their lexical, grammatical, phonetic and other skills. The use of video during lessons is a unique method of strengthening the information obtained from textbooks, as well as increasing the level of involvement in the academic situation. Just a short pause, spent watching videos on a specific topic, can improve academic performance and activity in classrooms.

## 6. Findings

50 students and four teachers took part in the creation of the educational channel in the conditions of multifunctional Studio. For two weeks, teachers had been studying professional television production: filming on a SONY Alpha 7 video camera and editing on the Adobe Premiere Pro 6S program. Young teachers recorded several short video blogs explaining new topics in grammar, vocabulary and academic writing. Students have got acquainted with the structure of the educational channel with great interest (Figure 01), even though in the new academic year the work was added as a result of joint television projects.

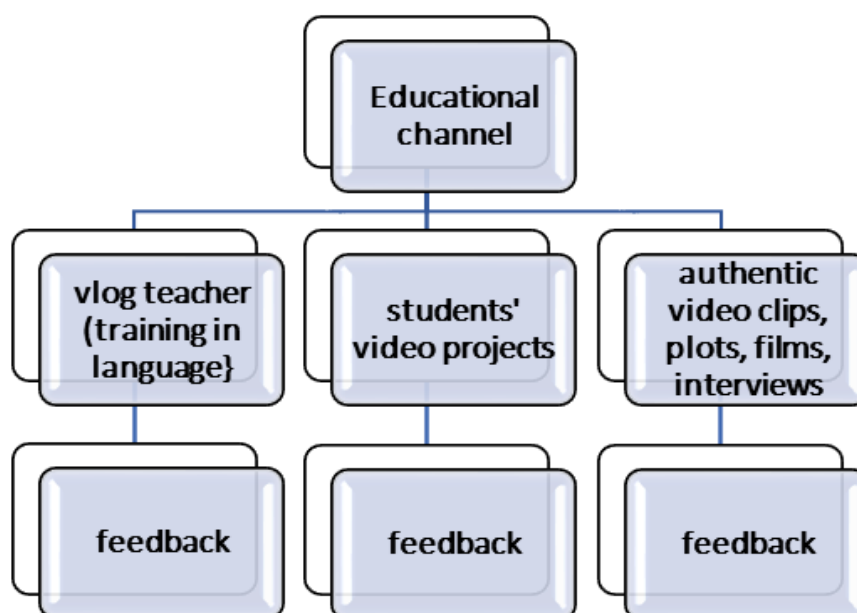


Figure 01. Educational channel





**Figure 02.** Video content. Published with the author's consent

A high-quality television content became an impetus for the search for necessary information, in-depth study of a foreign language, improvement of language skills. Initially, the basis of the work on the training channel was laid the possibility of three-way interaction: communication between the teacher and the student; communication between students and communication between students and visitors of the video channel, which greatly enriched the practice of electronic text communications of students and motivated them with greater responsibility to approach the learning process (Figure 02).

Running an educational channel is hugely beneficial for both students and teachers because it improves interpersonal relationships between the participants of TV studio and educators. The motto of the Peoples' Friendship University of Russia is: Discover the world in one university! Students of different ethnicities and social classes can unite through a shared appreciation of creativity telecommunication project (film, talk show, live broadcasting, music video, etc.). Multifunctional TV studio provides a safe space for students to grow and to foster social development. 95% of students studied English under the conditions of TV studio improved their creativity and imagination, and 82% say it has developed their listening skills and speaking, professional competences in the fields of Linguistics, Journalism, Pedagogy. Authorial programs on YouTube channel gives students enjoyment of learning and inspire them to self-enhancement. The use of a multifunctional TV studio with Internet communications is a splendid “teaching and learning tool for a teacher in language teaching”. Video projects made by students are “an integral part of students’ lives, so it makes perfect sense to bring them into the language classroom” (Kuznetsova, 2016). The film, Interview, TV program, as a motivator, also make “the language learning process more entertaining and enjoyable”.

Another advantage of foreign language learning with the help of multifunctional TV Studio is that it provides a source of authentic and diverse language. Filming, TV interviews abroad give students examples of English used in 'real' situations outside the classroom because interactive communication is the language of real life. “Films and TV programs with native English speakers introduce students to natural expressions and natural flow of speech. If they do not live in an English-speaking environment, perhaps only cinema and television can provide students with this real language input” (Kuznetsova, 2016).

Thus, a multifunctional television studio:

- Assumes flexibility in assigning learning goals to foreign languages, takes into account the personal interests of schoolchildren, their characteristics and creates the prerequisites for high learning outcomes.

- As interactive technology, the TV studio provides more significant continuity between the three levels of the school, as well as the school and university.

Concerning the content of the training, the TV studio manifests itself in the following main areas:

1. Accents for the development of a free active personality fall on the active component, on the development of creative experience and value orientations.

2. In selecting foreign language content for learning, the interests and concerns of modern schoolchildren are taken into account more (taking into account different age groups). It is manifested, first of all, in the selection of authentic text material, in the variety of topics for discussion in the television stations, in attracting current audiovisual content, including through the Internet.

3. TV studio encourages students to think, independently searches for information, as well as independent conclusions, generalizations.

4. TV studio provides such materials that appeal to the personal experience of students, to their feelings and emotions, they urge to express their own opinion, evaluation, which stimulates the formation of value orientations.

5. The TV studio puts the student at the center of the educational process, makes it an active subject of the exercise, organizes its interaction with other students, gives the teaching process a real practical focus.

6. The Studio creates a special relationship between the pupils and the teacher, among the contestants themselves, creates a different teaching and educating environment that goes beyond the limits of the lesson and the school.

7. The television studio brings to the educational activity the joy of knowing intellectual beauty, creative inspiration on the way to overcome obstacles. These are emotional colors of communication and dialogue, which expand the possibility of original search as a way of self-affirmation.

8. Television studio creates conditions favorable for the fullest possible disclosure and development of individuality, taking into account social requirements, and requests for the development of its qualities, including professional ones, which presupposes a cultural personality model of education fundamentally. Under the personality-activity approach, the success of this model's implementation is provided through the development of an individual style of activity, formed from personal characteristics.

Thus, the TV studio acts as an effective strategy for updating the school, affecting, in fact, all aspects of its functioning.

## **7. Conclusion**

In today's world, people cannot imagine life without the Internet community, providing all kinds of information through visualization. Over the past few years, YouTube video hosting has taken the first positions among sites for interested people in various fields. Joint work on the development of video materials in a multidisciplinary television Studio in a team of teacher-student provides an opportunity for a comprehensive study of a specific topic and benefits both sides.

The introduction of additional video-didactic methods in the educational process is an advanced technology that can help the teacher to conduct lectures and seminars with a significant influence on the student staff, as today's youth is interested in the visualization of news and knowledge much more than the printed word.

#### SUMMARY:

- The development of academic mobility places high demands on the organization of a foreign-language educational milieu of universities, which should help students adapt to a foreign-language academic, professional and information environment.
- Intensive development of telecommunication technologies in the world educational space requires their constant and active implementation in the daily practice of teaching.
- the use of a multi-profile television Studio with Internet communication in the method of teaching a foreign language motivates students to self-study, search and access to the international level.

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