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(САМАРСКИЙ УНИВЕРСИТЕТ)

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РАЗВИТИЕ КОММУНИКАТИВНОЙ МОБИЛЬНОСТИ ПЕРЕВОДЧИКОВ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С. П. Королева» в качестве учебного пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 45.03.01 Филология, 45.03.02 Лингвистика

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В теоретической части пособия анализируется содержание профессиональной компетентности переводчиков; обосновывается важность формирования и развития коммуникативной мобильности как составляющей профессиональной компетентности. Практическая часть пособия разработана на основе видеоматериалов, тематически подобранных в соответствии с областью профессиональной деятельности, и содержит комплекс заданий, развивающий основные показатели коммуникативной мобильности, а также навыки и умения последовательного устного перевода.

Учебное пособие предназначено для обучающихся по направлениям подготовки 45.03.01 Филология, 45.03.02 Лингвистика; по программе профессиональной переподготовки «Переводчик в сфере профессиональной коммуникации».

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ВВЕДЕНИЕ

Коммуникация – это не последовательное чередование монологических высказываний, заранее обдуманных и выверенных. Естественное коммуникативное взаимодействие осуществляется в разных условиях и ситуациях, развивается по траектории, которую невозможно однозначно прогнозировать, и может быть связано со стрессовой напряженностью. Развитие коммуникативной мобильности позволяет полноценно сформировать коммуникативную компетенцию, которая является неотъемлемой составляющей профессиональной компетентности переводчика.

Данное пособие подготовлено на основе отечественных стандартов языковой подготовки (45.03.01 Филология, 45.03.02 Лингвистика), требований в рамках дополнительной образовательной программы профессиональной переподготовки «Переводчик в сфере профессиональной коммуникации», а также зарубежных нормативных документов, определяющих профессиональные компетенции переводчика (Competences for professional translators, experts in multilingual and multimedia communication) и уровни владения иностранным языком (Common European Framework of Reference, CEFR).

ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ ПЕРЕВОДЧИКА

Развитие современного общества невозможно представить без переводческой деятельности, которая позволяет осуществлять связь всех социальных сфер в мировом пространстве, обмениваться опытом, совместно решать актуальные проблемы, совершенствовать информационно-технические и производственные средства; однако высокий уровень востребованности специалистов не гарантирует трудоустройство. Обеспечение контакта коммуникантов возможно при хорошем уровне развития комплекса актуальных способностей, навыков и умений посредника, устанавливающего связь, – переводчика. Совокупность параметров, определяющих успешную коммуникацию, находится в непосредственной зависимости от компонентов профессиональной компетентности переводчика.

Профессиональная компетентность выпускника представляет собой официально регламентированный в рамках государственных образовательных стандартов уровень овладения основами профессиональной деятельности, профессиональная компетентность практикующего специалиста – официально регламентированный в рамках структуры профессиональной организации уровень соответствия характеристик специалиста фактическим профессиональным требованиям. Понятие «профессиональная компетентность» в содержательном отношении является близким понятию «профессиональная готовность». Готовность является признаком сформированности достаточного уровня освоения профессиональной деятельности, который позволяет специалисту практически реализовать ресурс, созданный в образовательных институтах в рамках необходимости формирования заданных компетенций (в структуре компетентности), а также в процессе реальной трудовой деятельности.

В соответствии с образовательными стандартами, у выпускника должны быть сформированы общекультурные, общепрофессиональные и профессиональные компетенции. Общекультурные компетенции связаны с формированием мировоззрения, критического мышления (способности к анализу), с социальной интеракцией (коммуникацией), самоорганизацией и саморазвитием. Общепрофессиональные и профессиональные компетенции отличаются уровнем универсальности и определяют, соответственно, общелингвистические способности и характеристики, ориентированные непосредственно на перевод. В стандарте «45.03.02 Лингвистика» в качестве переводческих компетенций называются: владение методикой предпереводческого анализа текста, способствующей точному восприятию исходного высказывания; владение методикой подготовки к выполнению перевода, включая поиск информации в справочной, специальной литературе и компьютерных сетях; владение основными способами достижения эквивалентности в переводе и способностью применять основные приемы перевода; способность осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм; способность оформлять текст перевода в компьютерном текстовом редакторе; способность осуществлять устный последовательный перевод и устный перевод с листа с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм текста перевода и темпоральных характеристик исходного текста; владение основами системы сокращенной переводческой записи при выполнении устного последовательного перевода; владение этикой устного перевода; владение международным этикетом и правилами поведения переводчика в различных ситуациях устного перевода

(сопровождение туристической группы, обеспечение деловых переговоров, обеспечение переговоров официальных делегаций).

Обозначенные компетенции отражают потребности рынка труда и коррелируют с системами компетенций, принятыми за рубежом. Одним из самых значимых документов в данном отношении является документ, созданный при сотрудничестве ученых и специалистов из международных организаций (ООН, НАТО, ОЭСР) и более чем из 70-ти университетов Европы, – «Компетенции профессиональных переводчиков, специалистов в области многоязычной и мультимедийной коммуникации» (“Competences for professional translators, experts in multilingual and multimedia communication”). Сформулированные в документе требования ориентированы на реализацию трудоустройства в международном пространстве.

Предоставление переводческих услуг (translation service provision competence) – первая компетенция международной системы. Компоненты (components) данной компетенции представляются в двух измерениях: межличностном (interpersonal dimension) и деятельностном (production dimension). Первое измерение включает такие компоненты как осознание социальной роли переводчика, следование тенденциям изменения рынка труда и профессиональных требований (саморазвитие), успешное взаимодействие с клиентами, самоорганизация (планирование времени, объемов работы, бюджета), саморегуляция (борьба со стрессом, способность работать под давлением), осуществление продуктивного межличностного взаимодействию (работа в команде, в том числе, виртуальной; кооперация и сотрудничество), самооценка и самокоррекция (личностная модификация, адаптация к новым ситуациям и условиям), ответственность. Вся указанная совокупность ориентирована на практическое знание, на умение оперировать когнитивными и эмоционально-психическими

ресурсами. Деятельностное измерение включает знание о том, как создать текст перевода в соответствии с ожиданиями заказчика, как определить стадии и стратегии перевода документа, как определить и оценить переводческие проблемы и найти пути их решения, как осуществить финальную выверку и оценку переведенного текста.

В качестве второй компетенции международного стандарта называется языковая компетенция (*language competence*), которая предполагает понимание грамматических, лексических и идиоматических структур и умение их эквивалентно трансформировать.

Межкультурная компетенция (*intercultural competence*) представляется в двух измерениях. Социолингвистическое измерение (*sociolinguistic dimension*) ориентировано на умение распознавать функциональную и семантическую вариативность в языках (социального, географического, исторического и стилистического характера) и осуществлять взаимодействие с ориентиром на социальный контекст (в том числе, с использованием невербальных средств общения), а также на умение корректного стилистического оформления устного высказывания или текста. Текстологическое/текстуальное измерение (*textual dimension*) предполагает умение понимать и анализировать макроструктуру документа со всеми видами связанности его элементов, умение передавать пресуппозиции, имплицитную информацию, аллюзии, стереотипы и интертекстуальные элементы, умение выделять основную информацию, распознавать фрагменты и ценности, важные в контексте культуры страны. Обозначенные компетенции предполагают необходимость развития языковых навыков и умений и техники перевода, а также способность их эффективно применять в рамках межкультурного взаимодействия.

Четвертая компетенция – умение работать с информационными ресурсами (*information mining competence*) –

ориентирована на поиск необходимой информации, анализ достоверности (надежности) сведений и обработку результатов поиска.

Пятая компетенция – тематическая (thematic) – направлена на повышение уровня осведомленности в областях знания, связанных с тематикой переводимых текстов, а также на развитие самой способности учиться (learning to learn), развитие логики и критического мышления.

Последняя компетенция – техническая/технологическая (technological competence (mastery of tools)) – предполагает умение использовать современное техническое оснащение, позволяющее оптимизировать работу переводчика.

Профессиональную компетентность переводчика также можно рассматривать через призму компетенций, прописанных в стандартах по оказанию переводческих услуг. Данные стандарты регулируют деятельность переводческих организаций. В ISO 17100 называются: переводческая компетенция (translation competence); лингвистическая и текстуальная компетенция (linguistic and textual competence in the source language and the target language); исследовательская / информационно-аналитическая компетенция (competence in research, information acquisition, and processing); культурная компетенция (cultural competence); техническая компетенция (technical competence), ориентированная на готовность к применению современных технических средств, позволяющих оптимизировать процесс перевода; предметная компетенция (domain competence), которая предполагает готовность к пониманию текста (знание предметной сферы) и способность передать его содержание в соответствии с канонами стиля и принятой в заданной предметной сфере терминологией.

Последняя составляющая (предметная специализация) критически важна. Профессиональные переводчики, как правило, не переводят в рамках незнакомой предметной области (требующей

специальных знаний) несмотря на безупречное знание языка и владение техникой перевода. Менеджер проектов, регулирующий распределение переводов, обязан назначить на проект переводчика, который знаком с соответствующей областью знания и терминологией. Существуют тексты, понять смысл которых и правильно изложить на другом языке могут только специалисты, поэтому переводчику без соответствующего (технического / экономического / филологического и т. д.) образования и/или опыта работы в определенной сфере бессмысленно поручать такие задачи. Переводчик-филолог, специализирующийся на межкультурной коммуникации, несмотря на качественную лингвистическую (переводческую) подготовку не сможет перевести узкоспециальный технический текст. Он не сможет осознать содержание описываемых явлений, а также самостоятельно сформулировать мысль в соответствии с профессионально-предметными нормами. Переводчик с техническим образованием не сможет корректно перевести научный филологический текст. Осознание ограниченности компетентности является важной характеристикой специалистов-профессионалов.

В ASTM F 2575 определены: языковая компетенция (source language and target language competence); переводческая компетенция (translation competence); целевая компетенция / компетенция в области назначения (task-type competence), предполагающая способность к выполнению разного типа (вида) перевода в зависимости от задачи и потребителя, т.е. полный эквивалентный перевод, реферативный перевод, выборочный перевод, изложение основного содержания оригинала и т. д.); предметная компетенция (subject field competence); жанровая компетенция / компетенция в области типа текста (text-type competence), которая предполагает специализацию на определенных стилях и жанрах (патенты, научные статьи, доклады,

юридические документы, технические руководства и т. д.); техническая компетенция (translation technology competence).

В ISO/TS 11669 помимо ключевых составляющих (переводческая компетенция, языковая компетенция, предметная компетенция, жанровая компетенция, техническая компетенция, культурная компетенция, исследовательская компетенция) в перечне компетенций определяются социальные навыки и умения (social skills) в целях обеспечения эффективной кооперации с коллегами.

Перечисленные выше компетенции, представленные с разных перспектив (образовательные стандарты, стандарты в области оказания переводческих услуг) в совокупности составляют профессиональную компетентность переводчика.

Можно сделать вывод о том, что профессиональная компетенция в научном и профессионально-прикладном контексте понимается как идеальное, нормативное явление, которое моделирует свойства специалиста. Оппозиция «профессиональной компетенции» и «профессиональной компетентности» рассматривается как оппозиция детализированных нормативных директив (направленных на формирование профессионально важных качеств, знаний, навыков и умений) и общей готовности специалиста к выполнению профессиональных функций.

Основная функция переводчика – коммуникативное посредничество. Практически все компетенции направлены на обеспечение возможности выполнения данной функции. В данном отношении важно не допустить отождествления коммуникативного посредничества и коммуникации как таковой (как автономного контакта). Переводчик выступает в качестве посредника при взаимодействии коммуникантов, поэтому его роль должна быть максимально незаметной. Он воссоздает прагматику отправителей сообщения и не должен влиять на ход развития диалога. Но несмотря на манифестацию «прагматической безучастности», в

процессе выполнения функции транслятора применяется весь арсенал коммуникативных навыков и умений, поскольку переводчик вступает во взаимодействие с участниками коммуникации при передаче «чужих» интенций и воспроизведении речевых стратегий собеседников. Он также регулярно осуществляет автономный (самостоятельный) контакт с окружающими людьми (участниками и организаторами переговоров, коллегами, заказчиками, работодателями и т. д.), то есть выполняет уже межличностно-коммуникативную функцию (социально-интерактивную функцию) совместно с коммуникативным посредничеством в целях обеспечения самой возможности данного посредничества (телефонные переговоры, решение организационных задач и т. д.). Причем наложение социально-интерактивной составляющей на посредничество не ограничивается устным переводом. Без социальных контактов нельзя получить заказ на письменный перевод, куда отправить готовый текст и не от кого получить за него плату. Нельзя узнать, что ожидает от перевода потребитель текста, невозможно получить консультацию у специалиста по возникшей терминологической проблеме. Социальная интеракция – важная экзистенциальная составляющая, которая обеспечивает переводчика самой перспективой переводить. Профессиональные отношения основаны на взаимодействии. Продуктивность взаимодействия зависит от социальных навыков и умений и комплекса психологических установок на реализацию взаимовыгодного сотрудничества. Таким образом, переводчик осуществляет свою деятельность в коммуникативной среде (посреднического и социально-интерактивного плана), поэтому развитие коммуникативных характеристик является приоритетной задачей. Коммуникативная мобильность – одна из ключевых характеристик, определяющих полноценность коммуникации как на посредническом, так и на социально-интерактивном уровне.

КОММУНИКАТИВНАЯ МОБИЛЬНОСТЬ ПЕРЕВОДЧИКА

В широком научном смысле термин «мобильность» обозначает «движение». Данное значение является основополагающим для всех производных значений. Движение может быть либо физическим (пространственное перемещение, динамика), либо метафизическим. В последнем случае речь идет о внутренней, ментальной, интеллектуальной, психической динамике, и мобильность как пространственная характеристика становится свойством личности или качеством.

Коммуникативная мобильность является вербальной мобильностью, непосредственно связанной с мобильностью мышления, то есть со способностью оперативно и гибко реагировать, быстро и адекватно воспринимать, и анализировать информацию, строить на основе обработанных данных умозаключения и представлять их в релевантной форме. Динамизм (как принципиальная составляющая мобильности) проявляется в адаптивном реагировании на речевую ситуацию и в способности изменить оформление высказывания в соответствии с контекстом для решения коммуникативных задач.

Коммуникативная мобильность представляется качеством, ориентированным на успешную интеракцию, причем данное качество носит интегральный (или интегративный) характер, что предполагает наличие совокупности составляющих элементов в рамках заданной характеристики, которые функционально интегрированы. Интегральные (интегративные) свойства присущи всей системе, но не свойственны ни одному из элементов в отдельности. Одним из таких элементов является базовая языковая составляющая, то есть знание норм языка и достаточный запас лексики. Коммуникативная мобильность невозможна без базовой речевой составляющей, то есть без способности порождать

высказывание с заданными функционально-стилистическими характеристиками. Однако основной акцент приходится на интерактивную составляющую, на динамичное контекстное взаимодействие между участниками речевого акта. В данном случае речь идет об адекватном восприятии и умении адаптивно применять речевые навыки (умении отбирать языковые средства) в соответствии со статусными характеристиками и ролевыми позициями партнера в конкретной ситуации, с учетом ожиданий коммуниканта.

Показателями коммуникативной мобильности являются оперативность, гибкость, аналитическая адекватность, толерантность к неопределенности, толерантность к социальному окружению, психоэмоциональный самоконтроль.

Оперативность характеризует скорость речевой реакции и непосредственно зависит от скорости мышления и развитости способности формулировать мысли. Гибкость рассматривается в контексте процесса адаптации к речевой ситуации, предполагающего трансформацию речи в зависимости от условий взаимодействия и вербального поведения коммуниканта. Аналитическая адекватность выражается в конструктивности мыслительной деятельности, корректности и обоснованности оценки явлений, событий, речевой ситуации и позиции коммуниканта. Толерантность к неопределенности характеризует психоэмоциональную готовность к новым коммуникативным ситуациям, в которых невозможно применить привычные варианты взаимодействия. Толерантность к социальному окружению проявляется в психоэмоциональной терпимости, способности сдерживать вербальную агрессию в ситуации конфронтации. Психоэмоциональный самоконтроль характеризует саморегуляцию поведения, умение преодолевать волнение и страх.

Для развития коммуникативной мобильности важно сформировать качественную языковую и речевую базу, обеспечивающую перспективу развития мобильности. Мобильность развивается при помощи моделирования коммуникативных ситуаций, характеризующихся проблемностью, определенными затруднениями, вызванными неизвестностью и конфликтностью. Важно напряжение, связанное с дискommunikацией, коммуникативной неопределенностью разного уровня: языкового, содержательного, субъектного. Студентам нужно предоставить возможность самостоятельно мыслить, принимать решения, обсуждать проблемы. Необходим конструктивный баланс, предполагающий разумный перенос акцента с языковых упражнений (формирующих базу) на активную мыслительную деятельность и интенсивную практику вербального оформления мыслей в соответствии с нормами и интерактивным контекстом.

ЗАДАЧИ ПОСОБИЯ И МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Развитие коммуникативной мобильности предполагает решение задач на концептуальном и прикладном уровне. Концептуальный уровень обеспечивается актуальным содержанием, прикладной – методами работы и типологией заданий, которые формируют заданные свойства, практические навыки и умения.

Пособие разработано на основе видеоматериалов, которые вводят содержательно важные для переводчика концепции и практические рекомендации, способствующие осознанию значимых характеристик, обуславливающих профессиональную компетентность переводчика в целом и коммуникативную мобильность как составляющую компетентности.

Первый урок посвящен публичным выступлениям и речевым средствам воздействия на аудиторию. Второй урок содержит информацию по формированию стрессоустойчивости и направлен на преодоление проблем, связанных со стрессовыми ситуациями, часто возникающими в современной профессиональной реальности. Стрессовая эмоционально-когнитивная напряженность – характерный атрибут профессиональной деятельности переводчика. Это норма, в соответствии с которой нужно научиться жить.

Третий урок вводит эффективную технику преодоления волнения при выступлениях и предусматривает анализ концепций, направленных на формирование уверенности, самоконтроля, самодостаточности, – значимых составляющих профессиональной успешности. Четвертый урок направлен на развитие (совершенствование) языка – основного профессионального инструмента переводчика. Пятый урок посвящен основам гармоничного обучения и полноценного образования. Шестой урок вводит концептуальные положения по формированию гибкого

сознания, устойчивости к трудностям (неудачам) и мотивации, способствующей саморазвитию. Седьмой урок посвящен профессиональной успешности, анализу качеств, определяющих карьерные перспективы и достижения. Восьмой урок позволяет осмыслить специфику деятельности переводчиков, основы профессионального мастерства.

Развитие коммуникативной мобильности (на прикладном уровне) осуществляется в процессе устной коммуникации, предпочтительно проблемно-ориентированного, спорного характера, с периодическим осложнением имитацией конфликтности, провокацией напряженности. Поэтому перспективными методами являются дискуссия (в различных вариантах), моделирование (имитация) коммуникативно-профессиональных ситуаций, защита проектов.

Задания к видеоматериалам разработаны с учетом предметной релевантности. Они готовят студентов к восприятию видеосообщения (предварительная дискуссия, введение сложной лексики), обеспечивают практику устного перевода, стимулируют речемыслительный процесс. В рамках заданий требуется анализ и оценка положений, ситуаций и явлений, логическое развитие, аргументация и рефлексия.

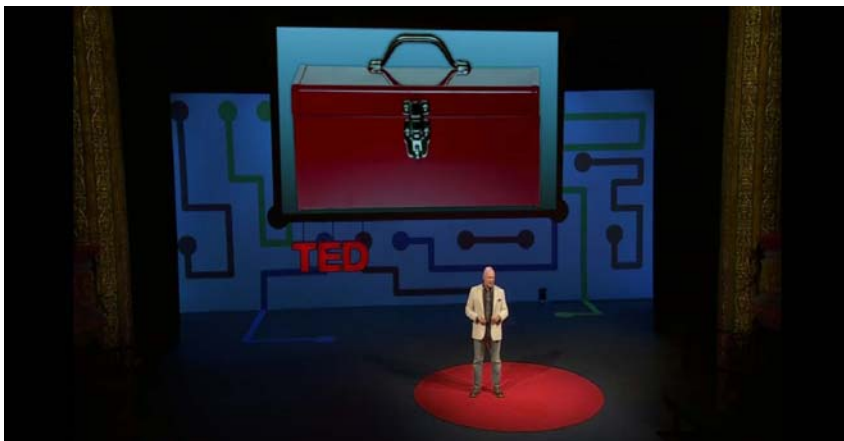
Предлагается работа с проектами в соответствии с тематикой каждого урока. Предусмотрена как индивидуальная, так и парная/групповая работа над проектами, стимулирующая дополнительные аспекты развития социально-интерактивных навыков и умений в процессе координирования действий участников проекта. Следует учитывать, что на этапе подготовки проекта развитие показателя «аналитическая адекватность» возможно только тогда, когда преподаватель требует качественный критический анализ информации и собственные выводы.

Презентация проекта способствует развитию оперативности, гибкости, толерантности к неопределенности, толерантности к социальному окружению и психоэмоционального самоконтроля. Однако это возможно только при полноценности проведения этапа дискуссии по проекту. Необходима не просто практика публичных выступлений, предполагающая «красивое донесение» проанализированной информации, важна практика спонтанного реагирования на неподготовленные вопросы. Важен этап оценки проекта группой слушателей (с анализом достоинств и недостатков). Важна саморефлексия с правильными выводами о существующих проблемах и способах их устранения.

В качестве задания также предлагается устный перевод презентаций, который моделирует профессиональную деятельность. Предусмотрено осложнение обозначенного моделирования в варианте имитации конфликтности, выхода за рамки привычной аудитории, приглашения сторонних слушателей, вызывающих стрессовую напряженность.

Еще одним вариантом моделирования профессиональных ситуаций (помимо устного перевода видеовыступлений и проектов-презентаций) является ролевая игра – собеседование при приеме на работу. Урок 8 готовит будущих переводчиков к собеседованию – важному этапу, определяющему саму возможность развития профессиональных перспектив.

Unit 1. THE HUMAN VOICE



1. You are going to translate the talk of Julian Treasure, who is sharing secrets for powerful speaking and listening. These are the words and phrases which might cause comprehension problems. Clarify their meaning before viewing. Think about the context in which these words and phrases can be used. Express your ideas.

- 1) exhaustive list;
- 2) viral misery;
- 3) blamethrower;
- 4) embroidery;
- 5) to demean our language;
- 6) cornerstones;
- 7) authenticity;
- 8) integrity;
- 9) sodcasting.

2. Below you can see the list of deadly sins of speaking. Why do you think they are called like that?



3. What do you know about these voice tools?



4. Watch and translate the talk.

5. List the points which are important for a good presentation.

Think about the presentation you watched and look through the feedback form. They can be helpful.

Feedback Form

	Poor	Ok	Really good	Excellent	Comments
Start (who, why, what, how)					
Structure and organization (signposting)					
Finish (signal, summary, conclusion, closing remarks)					
Delivery (stress, pace, intonation)					
Accuracy (mistakes)					
Research (critical thinking)					
Visual information					
Dealing with questions					

6. Project Work. Do the research on one of the following topics:

Negotiation skills – how to negotiate effectively.

How to make a great presentation.

The power of human voice.

In **Appendix 1** you will find useful vocabulary for presentations.

7. Analyze each other's presentations using the feedback form above. Reflect on your own presentation. What was positive for you? Identify at least one thing you could improve. Set yourself two targets for your next presentation.

Unit 2. STRESS RESISTANCE



Kelly McGonigal (born October 21, 1977) is a health psychologist and lecturer at Stanford University who is known for her work in the field of 'science help' which focuses on translating insights from psychology and neuroscience into practical strategies that support health and well-being. In the video you are going to see she is talking about stress.

1. How do you deal with stressful situations?
2. Think about the possible reasons of the following conclusions:
 - 1) “When you change your mind about stress, you can change your body's response to stress...And this is really what the new science of stress reveals, that how you think about stress matters.”
 - 2) “Stress is not our enemy.”
 - 3) “Stress makes you social.”
3. Watch and translate the video.

4. Complete the sentences in the way that seems logical to you.
 - 1) Stress can alter memory functions, immune function, metabolism, _____.
 - 2) Chronic stress can lead to _____.
 - 3) The most common stressors are _____.
 - 4) Psychological resilience (stress resistance / stress tolerance) is the ability to _____.
 - 5) Routine stressors of daily life can have positive impacts _____.
 - 6) There are some ways to develop stress tolerance: walking in the open air, creative activities, breathing techniques, _____.
 - 7) To increase stress resistance, you need to try to change the attitude to everything that happens. For example, if a person really cannot influence the actual situation, then it is worth trying to look at certain things in a different way, much easier. Besides _____.
 - 8) A good way to splash out emotions and increase stress tolerance is exercise, long walks, dances, mountain climbing, _____.

5. Group project.

Psychological health.

Psychological resilience.

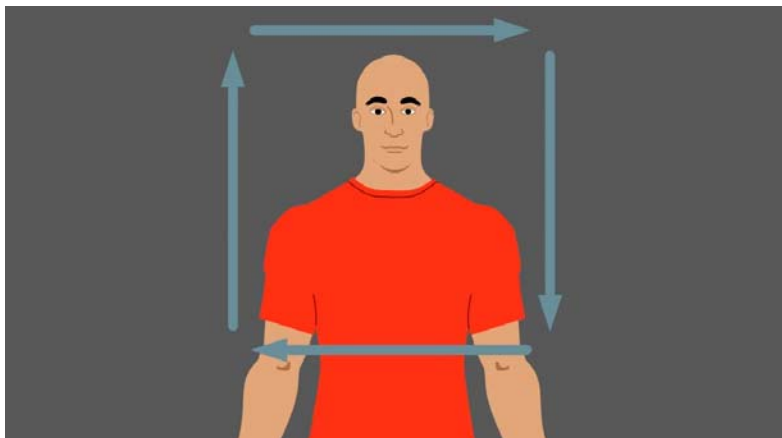
Fight-or-flight response.

How to overcome stressful situations.

6. You need to present your project with a partner. That is collaborative work. Think about how you will share your duties.

Unit 3. PUBLIC SPEAKING ANXIETY

1. What can be done to overcome public speaking anxiety?
2. Look at the picture illustrating square breathing technique. If you know how it works, describe the sequence of actions. If you do not know, try to guess.



3. Watch and translate the video.
4. Project work.
Tips for managing public speaking anxiety.
How to gain self-confidence and self-control.
The power of self-sufficiency.
5. Role-play the conference. Some members of the group are going to present their reports, other students are going to be the translators and the audience asking questions. There should be at least one person in the audience who will ask irrelevant questions and demonstrate aggressive behavior. Presenters and translators should be calm, polite and restrained while dealing with such questions.

Unit 4. LANGUAGE ACQUISITION



Stephen Krashen (1941) is Professor Emeritus at the University of Southern California. He is credited with introducing various influential concepts and terms in the study of second-language acquisition, including the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter, and the natural order hypothesis.

1. You are going to listen to the speech of Stephen Krashen. The video is comparatively old and its quality is poor, but the ideas expressed are really worthy. You won't have the chance to listen to it twice. Below you can see the list of words and phrases (some of them are scientific terms) which might cause difficulty. Clarify their meaning before watching:

- 1) outrageous statement;
- 2) “field dependent learners” vs. “field independent learners”;
- 3) “left hemisphere thinkers”;
- 4) “cognitive style”;
- 5) occipital lobe;
- 6) comprehensible input;
- 7) a very important corollary of the input hypothesis;
- 8) to be insomniac;
- 9) to be in exile;

- 10) to brag about something;
- 11) initial consonants;
- 12) to be pathological;
- 13) affective filter hypothesis;
- 14) side bar;
- 15) facilitative anxiety;
- 16) to penetrate.

2. Watch and translate the video.

3. What is your impression of the speaker? How will you estimate the manner of presentation? Can it be treated as a model one? Why / why not?

4. Was there anything which surprised you?

5. Here is an extract from the speech: *“How would it be if you had to study another language, but you went to a class where you didn't have to say anything? Doesn't that sound wonderful? You can talk all you want. You can raise your hand, you can volunteer. But no one's gonna call on you. No one's gonna put you on the spot. Also, in this perfect class, if the input is incomprehensible, it's the teacher's fault – not yours”*. Would you like to study the language in such a class?

6. What is the gist of Affective Filter Hypothesis? Have you experienced the work of such a filter? If you have, when was it? If you haven't, is it because the theory can be applied to a limited number of people or anything else?

7. Project work.

Techniques for language acquisition.

Effective language learning.

What can be done to master the language.

8. Role-play an international conference. Projects have to be translated. Before the conference hand out the material which may help the translators to do their job. They need to get ready.

Unit 5. HOW TO ESCAPE EDUCATION'S DEATH VALLEY



Sir Kenneth Robinson is a British author, speaker and international advisor on education in the arts to government, non-profits, education and arts bodies. He was Director of the Arts in Schools Project and Professor of Arts Education at the University of Warwick, and is now Professor Emeritus at the same institution. In 2003 he was knighted for services to the arts

1. Answer the following questions.
 - 1) What are the main problems in Russian educational system?
 - 2) Which problems do teenagers usually face at school and at university? Think about the ways of overcoming these difficulties.
 - 3) Do you think these problems are practically the same in Britain and the USA?
 - 4) Do you know anything about educational challenges in other countries?

2. You are going to translate the speech of Ken Robinson, a famous English professor, who gives advice on education. You won't have the chance to listen to his speech several times. These are the extracts from the speech which might cause comprehension problems. Translate them before viewing.

1) But I knew that Americans get irony when I came across that legislation "No Child Left Behind". Because whoever thought of that title gets irony, don't they? Because it's leaving millions of children behind.

2) It actually costs an enormous amount to mop up the damage from the dropout crisis.

3) There are three principles on which human life flourishes, and they are contradicted by the culture of education under which most teachers have to labor and most students have to endure.

4) One estimate in America currently is that something like 10 percent of kids, getting on that way, are being diagnosed with various conditions under the broad title of attention deficit disorder. ADHD. I'm not saying there's no such thing. I just don't believe it's an epidemic like this.

5) If you sit kids down, hour after hour, doing low-grade clerical work, don't be surprised if they start to fidget, you know?

6) If you can light the spark of curiosity in a child, they will learn without any further assistance, very often.

7) So in place of curiosity, what we have is a culture of compliance. Our children and teachers are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity.

8) Investing in professional development is not a cost. It's an investment.

9) And the third is, they devolve responsibility to the school level for getting the job done.

10) The trouble is that education doesn't go on in the committee rooms of our legislative buildings. It happens in classrooms and schools,

and the people who do it are the teachers and the students, and if you remove their discretion, it stops working.

11) It's like people are sailing into a headwind all the time.

12) I think, the back of the mind of some policy makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did.

13) We have to recognize that it's a human system, and there are conditions under which people thrive, and conditions under which they don't. We are after all organic creatures, and the culture of the school is absolutely essential. Culture is an organic term, isn't it?

14) You cherish and value the relationships between teachers and learners, you offer people the discretion to be creative and to innovate in what they do, and schools that were once bereft spring to life.

3. Watch and translate the speech.

4. What do you agree with? What do you disagree with?

5. Project work.

Your group is a team of legislators reforming Russian educational system. The class is going to be divided into two parts, one group doing the project in Russian, the other one – in English. Both reports will have to be presented and translated into the other language during the presentation.

Unit 6. THE POWER OF YET IN SELF-DEVELOPMENT



Carol S. Dweck (born October 17, 1946) is the Professor of Psychology at Stanford University. She is known for her work on the mindset psychological trait. She is an elected member of the American Academy of Arts & Sciences and of the National Academy of Sciences. She received the Distinguished Scientific Contribution Award from the American Psychological Association in 2011.

1. In the video you are going to watch, Carol Dweck is talking about the power of believing that you can improve. She contrasts a growth mindset and a fixed mindset. She says that instead of luxuriating in the power of yet, some people are gripped in the tyranny of now. What do you think it means?
2. Watch and translate the video.
3. “When educators create growth mindset classrooms steeped in yet, equality happens”. Explain what it means.

4. *“Here are some things we can do. First of all, we can praise wisely, not praising intelligence or talent. That has failed. Don't do that anymore. But praising the process that kids engage in, their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient”*. This recommendation does not fit into modern teaching methodology in our country. Should the teachers follow the recommendation of Dr. Dweck? Why / why not? If they should, think about some practical recommendations on changing the methodology in accordance with the model proposed.

5. Group discussion. What are the benefits and drawbacks of our educational system? What can be done to improve it?

6. Think about the person who influenced your personality in a positive way. Describe the experience.

7. Have you ever done anything which affected anybody's mind?

8. No one is perfect in this world. Everyone has some or the other habit that is bad and should be left behind. What are your bad habits? What can be done to get rid of them?

9. Project work.

Inside the brain.

Theories on self-development.

Experimental teaching methods.

10. You need to present your projects to the audience that you do not know. The report can be presented for a different group of students, on a university scientific conference, etc.

Unit 7. GRIT AS AN INDICATOR OF SUCCESS



1. Angela Lee Duckworth (born 1970) is an American academic, psychologist and popular science author. She is the Christopher H. Browne Distinguished Professor of Psychology at the University of Pennsylvania, where she studies grit and self-control. She proves that "grit" is a better indicator of success than factors such as IQ or family income. What do you think grit is? Why can it be a better predictor of success than IQ or family income?

2. What other qualities are necessary for people to be successful in life and work? Make the class list. In groups prioritize these qualities justifying your choice.

3. Watch and translate the speech. Below you can see the words and phrases which might cause comprehension problems. Clarify their meaning before watching:

- 1) seventh graders;
- 2) ratios;
- 3) decimals;

- 4) the area of parallelogram;
 - 5) super challenging settings;
 - 6) West Point Military Academy;
 - 7) cadets;
 - 8) to drop out;
 - 9) National Spelling Bee;
 - 10) rookie teachers;
 - 11) learning outcomes;
 - 12) to emerge as a significant predictor;
 - 13) passion and perseverance for long-term goals;
 - 14) stamina;
 - 15) to stick with the future;
 - 16) marathon vs. sprint;
 - 17) standardized achievement test;
 - 18) solid work ethic;
 - 19) to follow through on one's commitments;
 - 20) unrelated or inversely related to smth.;
 - 21) our strongest intuitions.
4. Grit Scale (by Angela Duckworth)

Here are a number of statements that may or may not apply to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people. At the end, you'll calculate score that reflects how passionate and persevering you see yourself to be.

1) New ideas and projects sometimes distract me from previous ones.

Very much like me (1)

Mostly like me (2)

Somewhat like me (3)

Not much like me (4)

Not like me at all (5)

2) Setbacks don't discourage me. I don't give up easily.

Very much like me (5)

Mostly like me (4)

Somewhat like me (3)

Not much like me (2)

Not like me at all (1)

3) I often set a goal but later choose to pursue a different one.

Very much like me (1)

Mostly like me (2)

Somewhat like me (3)

Not much like me (4)

Not like me at all (5)

4) I am a hard worker.

Very much like me (5)

Mostly like me (4)

Somewhat like me (3)

Not much like me (2)

Not like me at all (1)

5) I have difficulty maintaining my focus on projects that take more than a few months to complete.

Very much like me (1)

Mostly like me (2)

Somewhat like me (3)

Not much like me (4)

Not like me at all (5)

6) I finish whatever I begin.

Very much like me (5)

Mostly like me (4)

Somewhat like me (3)

Not much like me (2)

Not like me at all (1)

7) My interests change from year to year.

Very much like me (1)

Mostly like me (2)

Somewhat like me (3)

Not much like me (4)

Not like me at all (5)

8) I am diligent. I never give up.

Very much like me (5)

Mostly like me (4)

Somewhat like me (3)

Not much like me (2)

Not like me at all (1)

9) I have been obsessed with a certain idea or project for a short time but later lost interest.

Very much like me (1)

Mostly like me (2)

Somewhat like me (3)

Not much like me (4)

Not like me at all (5)

10) I have overcome setbacks to conquer an important challenge.

Very much like me (5)

Mostly like me (4)

Somewhat like me (3)

Not much like me (2)

Not like me at all (1)

5. Calculate your score. Sum up the points in the brackets () and divide the result by ten. “5” is the highest score. The more you have, the grittier you are. Does your score make you think?

6. Group project.

Celebrities: the road to success.

Labour market: top employment skills and valuable qualities.

7. You need to invite somebody to your presentation, – somebody who makes you nervous or who you are afraid of (teachers, relatives, classmates, etc.).

Unit 8. TRANSLATION: ART AND WORK



1. Group work. List the skills which are necessary for a translator. Prioritize them justifying your choice.
2. Look through the following qualities. Which of them are important for a translator? Which are not? Why?

reliable, alert, patient, honest, competitive, fit, energetic, calm, strong, skillful, polite, courageous, disciplined, organized, confident, curious, flexible, adaptable, dedicated, persuasive, imaginative, cautious, outgoing, motivated, practical, tactful, sociable, able to work in a team

3. Add some more relevant qualities. Explain why they can be helpful.

4. Translate one of the following texts.

Text 1

Still, no matter how one diversifies one's professional life, translating (like most jobs) involves a good deal of repetitive drudgery that will simply never go away. And the bottom line to that is: if you can't learn to enjoy even the drudgery, you won't last long in the profession. There is both drudgery and pleasure to be found in reliability, in painstaking research into the right word, in brain-wracking attempts to recall a word that you know you've heard, in working on a translation until it feels just right. There is both drudgery and pleasure to be found in speed, in translating as fast as you can go, so that the keyboard hums. There is both drudgery and pleasure to be found in taking it slowly, staring dreamily at (and through) the source text, letting your mind roam, rolling target-language words and phrases around on your tongue. There are ways of making a mind-numbingly boring text come alive in your imagination, of turning technical documentation into epic poems, weather reports into songs.

Text 2

In fact in some sense it is not too much to say that the translator's most important skill is the ability to learn to enjoy everything about the job. This is not the translator's most important skill from the user's point of view, certainly; the user wants a reliable text rapidly and cheaply, and if a translator provides it while hating every minute of the work, so be it. If as a result of hating the work the translator burns out, so be that too. There are plenty of translators in the world; if one burns out and quits the profession, ten others will be clamoring for the privilege to take his or her place. But it is the most important skill for the translators themselves. Yes, the ability to produce reliable texts is essential; yes, speed is important. But a fast and reliable translator who hates the work, or who

is bored with it, feels it is a waste of time, will not last long in the profession – and what good are speed and reliability to the ex-translator? "Boy, I used to be fast." Pleasure in the work will motivate a mediocre translator to enhance her or his reliability and speed; boredom or distaste in the work will make even a highly competent translator sloppy and unreliable.

(The extracts are taken from "Becoming a Translator" by Douglas Robinson).

5. Take turns reading your work and listening to what your classmates have translated. Evaluate the translation (positive and negative aspects).

6. What are the features of a good translation? List the points.

7. What do you think about the most important skill mentioned in Text 2? Do you have it?

8. Below you can see the list of questions employers often ask at an interview. Think about how you will answer them.

Tell me about yourself.

Why are you applying for this position?

Why do you want to work here?

What motivates you?

Why are you a good fit for this position?

Why are you the best person for this job?

What are your weaknesses?

What interests you about this position?

Tell me about how you dealt with a tough challenge.

What are your strengths?

Why should we hire you?

Describe what you do in your current position.

Tell me about a time you went above and beyond for work.

Why did you leave your last job?

Where do you see yourself in 5 years?

What is your management style?
Tell me about a time you reached a goal at work.
What are your salary requirements?
What are you passionate about?
How did you hear about this job?
How do you deal with pressure?
What are you most proud of?
What do you know about our company?
What's your dream job?
Why are you changing careers?
Are you open to relocating?
Tell me about a mistake you made.
Do you have any questions for me?

9. Group work. Make the list of other questions which may be asked at an interview.

10. Role-play a job interview. Use some of the questions above and the ones made in groups. Think up at least three (unexpected) questions which were not on the lists.

11. Group project.

Translation service: labour market demands.

How to get ready for a job interview.

12. Role-play an international conference. There should be two presenters for a report (sharing one project) and the translator chosen on the spot. Translators shouldn't look through the report beforehand, but presenters need to provide them with the vocabulary which might cause difficulty.

ПРИЛОЖЕНИЕ

Appendix 1

Useful language

Presentations: basic vocabulary

The beginning stage

Greeting your audience and introducing yourself

Good morning/hello, ladies and gentlemen!

Good afternoon, everyone.

Welcome to the presentation.

May I introduce myself?

My name is...

The subject of your talk

Today I would like to give a general overview of...

My purpose/objective today is to...

I am going to talk about...

I would like to say something about...

The topic of my presentation is...

Structuring your presentation

I have divided my presentation into three parts...

First(ly)...., second(ly)...., third(ly)....

In the first part, I am going to explain...

Then in the second part...

Finally,...

Questions and interruptions

If you have any questions, please feel free to interrupt at any time.

I would ask you to keep your questions until the end of the presentation.

Timing

My presentation will last about...

There will be a break at ... and lunch will be from... to...

The body of the presentation

Moving on to the first point

I'd now like to come to the first part of my presentation.

So, first of all...

OK, let's move on to the first point.

Moving on to other points

Let's now look at...

Let's move on to the second/next point.

The next point I would like to discuss is...

Finally, I would like to point out that...

Rephrasing

Let me rephrase that.

Let me put that another way.

Perhaps I didn't make myself very clear.

Putting off a question until later

I'll be coming to that later.

Handing over to someone else

Now I would like to hand over to my colleague.

Now my colleague is going to talk about...

Finishing your presentation

Ending the main body of your presentation

So that's everything I would like to say about...

That's the end of...

That concludes the third part of my presentation.

Summarizing

Let's look back at the most important points.

I would like to finish with a summary of the most important points.

If I may now just summarize...

Concluding

I'd like to finish by emphasizing...

In conclusion I'd like to say...
I would recommend that we...
Finally, I would like to say...
Thank you very much for your attention.
That's the end of the presentation. Does anyone have any questions?
I would now be very interested in hearing your comments.

Discussion

Stating your opinion

To my mind,...
From my point of view,...
As far as I'm concerned,...
I think...
I guess...because...
I believe...since...
Personally, I firmly believe/feel...
In my opinion,...
It seems to me that...
There's no doubt in my mind that...
I am of the opinion that...
As I see it,...
If it was up to me, I would...
In/from my experience,...
In my case,...
From what I know,...
I know for a fact that...

Agreeing

I entirely agree with you.
I am fully in favour of...
You have my full support.
Your recommendation has my full support.

I couldn't agree more.

I must admit you are right.

I would certainly give my backing to such a decision/suggestion.

Disagreeing

I'm sorry but I am totally opposed to that suggestion.

I don't think it is entirely sensible to...

I'm sorry, but I don't feel that way at all.

I'm afraid I can't go along with you on that.

I'm not convinced that ... is very worthwhile.

Frankly, I'm afraid that that's out of the question.

Referring back

I/you mentioned...earlier

As I/you said...

Going back to what I/you said...

Appendix 2

Scripts

Unit 1

Julian Treasure

How to speak so that people want to listen

The human voice: It's the instrument we all play. It's the most powerful sound in the world, probably. It's the only one that can start a war or say "I love you." And yet many people have the experience that when they speak, people don't listen to them. And why is that? How can we speak powerfully to make change in the world?

What I'd like to suggest, there are a number of habits that we need to move away from. I've assembled for your pleasure here seven deadly sins of speaking. I'm not pretending this is an exhaustive list, but these seven, I think, are pretty large habits that we can all fall into.

First, gossip. Speaking ill of somebody who's not present. Not a nice habit, and we know perfectly well the person gossiping, five minutes later, will be gossiping about us.

Second, judging. We know people who are like this in conversation, and it's very hard to listen to somebody if you know that you're being judged and found wanting at the same time.

Third, negativity. You can fall into this. My mother, in the last years of her life, became very negative, and it's hard to listen. I remember one day, I said to her, "It's October 1 today," and she said, "I know, isn't it dreadful?" It's hard to listen when somebody's that negative.

And another form of negativity, complaining. Well, this is the national art of the U.K. It's our national sport. We complain about the weather, sport, about politics, about everything, but actually, complaining is viral misery. It's not spreading sunshine and lightness in the world.

We've all met this guy. Maybe we've all been this guy. Some people have a blamethrower. They just pass it on to everybody else and don't take responsibility for their actions, and again, hard to listen to somebody who is being like that.

Penultimate, the sixth of the seven, embroidery, exaggeration. It demeans our language, actually, sometimes. For example, if I see something that really is awesome, what do I call it? (Laughter) And then, of course, this exaggeration becomes lying, and we don't want to listen to people we know are lying to us.

And finally, dogmatism. The confusion of facts with opinions. When those two things get conflated, you're listening into the wind. You know, somebody is bombarding you with their opinions as if they were true. It's difficult to listen to that.

So here they are, seven deadly sins of speaking. These are things I think we need to avoid. But is there a positive way to think about this? Yes, there is. I'd like to suggest that there are four really powerful cornerstones, foundations, that we can stand on if we want our speech to be powerful and to make change in the world. Fortunately, these things spell a word. The word is "hail," and it has a great definition as well. I'm not talking about the stuff that falls from the sky and hits you on the head. I'm talking about this definition, to greet or acclaim enthusiastically, which is how I think our words will be received if we stand on these four things.

So what do they stand for? See if you can guess. The H, honesty, of course, being true in what you say, being straight and clear. The A is authenticity, just being yourself. A friend of mine described it as standing in your own truth, which I think is a lovely way to put it. The I is integrity, being your word, actually doing what you say, and being somebody people can trust. And the L is love. I don't mean romantic love, but I do mean wishing people well, for two reasons. First of all, I think absolute honesty may not be what we want. I mean, my goodness, you look ugly

this morning. Perhaps that's not necessary. Tempered with love, of course, honesty is a great thing. But also, if you're really wishing somebody well, it's very hard to judge them at the same time. I'm not even sure you can do those two things simultaneously. So hail.

Also, now that's what you say, and it's like the old song, it is what you say, it's also the way that you say it. You have an amazing toolbox. This instrument is incredible, and yet this is a toolbox that very few people have ever opened. I'd like to have a little rummage in there with you now and just pull a few tools out that you might like to take away and play with, which will increase the power of your speaking.

Register, for example. Now, falsetto register may not be very useful most of the time, but there's a register in between. I'm not going to get very technical about this for any of you who are voice coaches. You can locate your voice, however. So if I talk up here in my nose, you can hear the difference. If I go down here in my throat, which is where most of us speak from most of the time. But if you want weight, you need to go down here to the chest. You hear the difference? We vote for politicians with lower voices, it's true, because we associate depth with power and with authority. That's register.

Then we have timbre. It's the way your voice feels. Again, the research shows that we prefer voices which are rich, smooth, warm, like hot chocolate. Well if that's not you, that's not the end of the world, because you can train. Go and get a voice coach. And there are amazing things you can do with breathing, with posture, and with exercises to improve the timbre of your voice.

Then prosody. I love prosody. This is the sing-song, the meta-language that we use in order to impart meaning. It's root one for meaning in conversation. People who speak all on one note are really quite hard to listen to if they don't have any prosody at all. That's where the word "monotonic" comes from, or monotonous, monotone. Also, we have repetitive prosody now coming in, where every sentence ends as if it

were a question when it's actually not a question, it's a statement? And if you repeat that one, it's actually restricting your ability to communicate through prosody, which I think is a shame, so let's try and break that habit.

I can get very excited by saying something really quickly, or I can slow right down to emphasize, and at the end of that, of course, is our old friend silence. There's nothing wrong with a bit of silence in a talk, is there? We don't have to fill it with ums and ahs. It can be very powerful.

Of course, pitch often goes along with pace to indicate arousal, but you can do it just with pitch. Where did you leave my keys? (Higher pitch) Where did you leave my keys? So, slightly different meaning in those two deliveries.

And finally, volume. I can get really excited by using volume. Sorry about that, if I startled anybody. Or, I can have you really pay attention by getting very quiet. Some people broadcast the whole time. Try not to do that. That's called sodcasting, (Laughter) Imposing your sound on people around you carelessly and inconsiderately. Not nice.

Of course, where this all comes into play most of all is when you've got something really important to do. It might be standing on a stage like this and giving a talk to people. It might be proposing marriage, asking for a raise, a wedding speech. Whatever it is, if it's really important, you owe it to yourself to look at this toolbox and the engine that it's going to work on, and no engine works well without being warmed up. Warm up your voice.

Actually, let me show you how to do that. Would you all like to stand up for a moment? I'm going to show you the six vocal warm-up exercises that I do before every talk I ever do. Any time you're going to talk to anybody important, do these. First, arms up, deep breath in, and sigh out, ahhhhh, like that. One more time. Ahhhh, very good. Now we're going to warm up our lips, and we're going to go Ba, Ba, Ba, Ba, Ba, Ba, Ba, Ba. Very good. And now, brrrrrrrrr, just like when you were a kid.

Brrrr. Now your lips should be coming alive. We're going to do the tongue next with exaggerated la, la, la, la, la, la, la, la, la. Beautiful. You're getting really good at this. And then, roll an R. Rrrrrrr. That's like champagne for the tongue. Finally, and if I can only do one, the pros call this the siren. It's really good. It starts with "we" and goes to "aw." The "we" is high, the "aw" is low. So you go, weeeaaawww, weeeaaawww.

Fantastic. Give yourselves a round of applause. Take a seat, thank you. Next time you speak, do those in advance.

Now let me just put this in context to close. This is a serious point here. This is where we are now, right? We speak not very well to people who simply aren't listening in an environment that's all about noise and bad acoustics. I have talked about that on this stage in different phases. What would the world be like if we were speaking powerfully to people who were listening consciously in environments which were actually fit for purpose? Or to make that a bit larger, what would the world be like if we were creating sound consciously and consuming sound consciously and designing all our environments consciously for sound? That would be a world that does sound beautiful, and one where understanding would be the norm, and that is an idea worth spreading.

Unit 2

Kelly McGonigal

How to make stress your friend

I have a confession to make. But first, I want you to make a little confession to me. In the past year, I want you to just raise your hand if you've experienced relatively little stress. Anyone? How about a moderate amount of stress? Who has experienced a lot of stress? Yeah. Me too. But that is not my confession. My confession is this: I am a health psychologist, and my mission is to help people be happier and healthier. But I fear that something I've been teaching for the last 10 years is doing more harm than good, and it has to do with stress. For years I've

been telling people, stress makes you sick. It increases the risk of everything from the common cold to cardiovascular disease. Basically, I've turned stress into the enemy. But I have changed my mind about stress, and today, I want to change yours.

Let me start with the study that made me rethink my whole approach to stress. This study tracked 30,000 adults in the United States for eight years, and they started by asking people, "How much stress have you experienced in the last year?" They also asked, "Do you believe that stress is harmful for your health?" And then they used public death records to find out who died.

Okay. Some bad news first. People who experienced a lot of stress in the previous year had a 43 percent increased risk of dying. But that was only true for the people who also believed that stress is harmful for your health.

People who experienced a lot of stress but did not view stress as harmful were no more likely to die. In fact, they had the lowest risk of dying of anyone in the study, including people who had relatively little stress.

Now the researchers estimated that over the eight years they were tracking deaths, 182,000 Americans died prematurely, not from stress, but from the belief that stress is bad for you. That is over 20,000 deaths a year. Now, if that estimate is correct, that would make believing stress is bad for you the 15th largest cause of death in the United States last year, killing more people than skin cancer, HIV/AIDS and homicide.

You can see why this study freaked me out. Here I've been spending so much energy telling people stress is bad for your health.

So this study got me wondering: Can changing how you think about stress make you healthier? And here the science says yes. When you change your mind about stress, you can change your body's response to stress.

Now to explain how this works, I want you all to pretend that you are participants in a study designed to stress you out. It's called the social stress test. You come into the laboratory, and you're told you have to give a five-minute impromptu speech on your personal weaknesses to a panel of expert evaluators sitting right in front of you, and to make sure you feel the pressure, there are bright lights and a camera in your face, kind of like this.

And the evaluators have been trained to give you discouraging, non-verbal feedback, like this.

Now that you're sufficiently demoralized, time for part two: a math test. And unbeknownst to you, the experimenter has been trained to harass you during it. Now we're going to all do this together. It's going to be fun. For me. Okay.

I want you all to count backwards from 996 in increments of seven. You're going to do this out loud, as fast as you can, starting with 996. Go! Go faster. Faster please. You're going too slow. Stop. Stop, stop, stop. That guy made a mistake. We are going to have to start all over again.

You're not very good at this, are you? Okay, so you get the idea. If you were actually in this study, you'd probably be a little stressed out. Your heart might be pounding, you might be breathing faster, maybe breaking out into a sweat. And normally, we interpret these physical changes as anxiety or signs that we aren't coping very well with the pressure.

But what if you viewed them instead as signs that your body was energized, was preparing you to meet this challenge? Now that is exactly what participants were told in a study conducted at Harvard University. Before they went through the social stress test, they were taught to rethink their stress response as helpful. That pounding heart is preparing you for action. If you're breathing faster, it's no problem. It's getting more oxygen to your brain. And participants who learned to view the stress

response as helpful for their performance, well, they were less stressed out, less anxious, more confident, but the most fascinating finding to me was how their physical stress response changed.

Now, in a typical stress response, your heart rate goes up, and your blood vessels constrict like this. And this is one of the reasons that chronic stress is sometimes associated with cardiovascular disease. It's not really healthy to be in this state all the time. But in the study, when participants viewed their stress response as helpful, their blood vessels stayed relaxed like this. Their heart was still pounding, but this is a much healthier cardiovascular profile. It actually looks a lot like what happens in moments of joy and courage. Over a lifetime of stressful experiences, this one biological change could be the difference between a stress-induced heart attack at age 50 and living well into your 90s. And this is really what the new science of stress reveals, that how you think about stress matters.

So my goal as a health psychologist has changed. I no longer want to get rid of your stress. I want to make you better at stress. And we just did a little intervention. If you raised your hand and said you'd had a lot of stress in the last year, we could have saved your life, because hopefully the next time your heart is pounding from stress, you're going to remember this talk and you're going to think to yourself, this is my body helping me rise to this challenge. And when you view stress in that way, your body believes you, and your stress response becomes healthier.

Now I said I have over a decade of demonizing stress to redeem myself from, so we are going to do one more intervention. I want to tell you about one of the most under-appreciated aspects of the stress response, and the idea is this: Stress makes you social.

To understand this side of stress, we need to talk about a hormone, oxytocin, and I know oxytocin has already gotten as much hype as a hormone can get. It even has its own cute nickname, the cuddle hormone,

because it's released when you hug someone. But this is a very small part of what oxytocin is involved in.

Oxytocin is a neuro-hormone. It fine-tunes your brain's social instincts. It primes you to do things that strengthen close relationships. Oxytocin makes you crave physical contact with your friends and family. It enhances your empathy. It even makes you more willing to help and support the people you care about. Some people have even suggested we should snort oxytocin... to become more compassionate and caring. But here's what most people don't understand about oxytocin. It's a stress hormone. Your pituitary gland pumps this stuff out as part of the stress response. It's as much a part of your stress response as the adrenaline that makes your heart pound. And when oxytocin is released in the stress response, it is motivating you to seek support. Your biological stress response is nudging you to tell someone how you feel, instead of bottling it up. Your stress response wants to make sure you notice when someone else in your life is struggling so that you can support each other. When life is difficult, your stress response wants you to be surrounded by people who care about you.

Okay, so how is knowing this side of stress going to make you healthier? Well, oxytocin doesn't only act on your brain. It also acts on your body, and one of its main roles in your body is to protect your cardiovascular system from the effects of stress. It's a natural anti-inflammatory. It also helps your blood vessels stay relaxed during stress. But my favorite effect on the body is actually on the heart. Your heart has receptors for this hormone, and oxytocin helps heart cells regenerate and heal from any stress-induced damage. This stress hormone strengthens your heart.

And the cool thing is that all of these physical benefits of oxytocin are enhanced by social contact and social support. So when you reach out to others under stress, either to seek support or to help someone else, you release more of this hormone, your stress response becomes

healthier, and you actually recover faster from stress. I find this amazing, that your stress response has a built-in mechanism for stress resilience, and that mechanism is human connection.

I want to finish by telling you about one more study. And listen up, because this study could also save a life. This study tracked about 1,000 adults in the United States, and they ranged in age from 34 to 93, and they started the study by asking, "How much stress have you experienced in the last year?" They also asked, "How much time have you spent helping out friends, neighbors, people in your community?" And then they used public records for the next five years to find out who died.

Okay, so the bad news first: For every major stressful life experience, like financial difficulties or family crisis, that increased the risk of dying by 30 percent. But – and I hope you are expecting a "but" by now – but that wasn't true for everyone. People who spent time caring for others showed absolutely no stress-related increase in dying. Zero. Caring created resilience.

And so we see once again that the harmful effects of stress on your health are not inevitable. How you think and how you act can transform your experience of stress. When you choose to view your stress response as helpful, you create the biology of courage. And when you choose to connect with others under stress, you can create resilience. Now I wouldn't necessarily ask for more stressful experiences in my life, but this science has given me a whole new appreciation for stress. Stress gives us access to our hearts. The compassionate heart that finds joy and meaning in connecting with others, and yes, your pounding physical heart, working so hard to give you strength and energy. And when you choose to view stress in this way, you're not just getting better at stress, you're actually making a pretty profound statement. You're saying that you can trust yourself to handle life's challenges. And you're remembering that you don't have to face them alone.

Thank you.

Unit 3

Square breathing technique

Square breathing is the technique used to reduce your anxiety, thereby enabling you to gain more control over your breathing pattern. It is also meant to balance and cleanse your entire nervous system by inhaling and exhaling in equal proportions. Method. It is called square breathing because you create a box with your breath in this way. Take a deep breath in for four seconds, suspend or hold your breath for four seconds, breathe out slowly for four seconds, suspend or hold your breath for four seconds. Count at a speed that is comfortable to you. When you become more familiar with using the technique, you will naturally find yourself counting at a lower pace. As you get better and your lung capacity expands, you can increase the number of seconds from four to five, to six and so forth.

Unit 4

Stephen Krashen

Language Acquisition

I want to begin my presentation this afternoon by talking about what I think is the most important issue in language education – the most important question. And that is: how do we acquire language? And I'd like to begin this discussion – this presentation with an outrageous statement. In my opinion, we all acquire language the same way. The reason this an outrageous thing to say is that these days in education, we're living in an age of individual variation. We're very concerned about how our students are different, not how our students are the same. Those who've been around in the field for a while remember – about fifteen twenty years ago, people were very concerned about something called "field dependent learners" and "field independent learners". You give people a certain test and one group gets this treatment and one group gets the other. Then, about fifteen years ago, it was left side of the brain, right

side of the brain. Some people are "left hemisphere thinkers" some people are "right hemisphere". Then, about ten years ago, "cognitive style". The "cognitive style" of the home culture differs from the cognitive style of the school culture, we have a clash et cetera. Well, each of the examples I gave you is probably correct. There is individual variation and there is quite a bit of it. Nevertheless, there are some things that we all do the same. Let me give you some examples.

Digestion. We all digest food the same – no significant individual variation. First you put it in your mouth, then you chew it up, then it goes down your throat, then into your stomach. That's how it's done everywhere. That's how it's done in North America, South America, Europe, Asia, Africa. That's how it's done everywhere in the world. The visual system's the same everywhere. It's always the occipital lobe in the back of the brain. It's never in the side of the brain. It's never in the front of the brain. It's never in the elbow. It's done exactly the same everywhere you go. By the way, I used to use sex as an example of things everyone does the same. But, some counterexamples have been pointed out to me recently. Actually, I saw this movie, if you really want to know the truth.

Anyway, we all acquire language the same way. And rather than just talk about it, I'd like to show you. I'd like to take just a couple of minutes and give you some sample language lessons. I use a language that I'm sure you've heard before and maybe some of you speak. And you can tell me which of these two very brief lessons you like better. Uh, here's lesson number one: [speaking German]. What do you think? Good lesson so far? Do you think if I kept talking to you like that you'd pick up German? Not very likely. How about if I repeat it? Would that help? Probably not. How about if I said it louder? Would that help? Probably not. How about if I said it and you repeated it back? Again, I don't think that would help. How about if I wrote it out for you and you could see it on your television screen? That wouldn't help either. How about if I wrote it out for you and you copied it down? How about if I wrote it out for you and deleted every

fifth word and you tried to guess what the word is? The truth is that none of these things- help. None of these things mean anything. And I hope you can see that now.

Here's lesson number two – and for this you have to watch me carefully. [Speaking German]. Everyone says "ya". I can hear you. Even though it's the TV audience. [Speaking German]. And here I'll draw a picture, now. [Speaking German]. If you understood lesson number two, – not every word, but more or less – I did everything necessary to teach you German. And now I'm going to share with you the most important thing I have learned about language. Probably the best kept secret in the profession. We acquire language in one way and only one way: when we understand messages. We call this "comprehensible input". We acquire language when we understand what people tell us – not how they say it, but what they say. Or, when we understand what they – what we read.

Comprehensible input, in my opinion, has been the last resort of the language teaching profession. We've tried everything else. We've tried grammar teaching, rules and exercises, computers, et cetera. But the only thing that seems to count is getting messages you understand – comprehensible input. Now, one of the reasons lesson number two is better than lesson number one is we have Mister Spock to help us out. So, anything that helps make input comprehensible – pictures, knowledge of the world, realia, et cetera – helps language acquisition.

If comprehensible input is true – what we call "the input hypothesis" is true – other things follow from it.

A very important corollary of the input hypothesis is this – and this may come as a bit of a surprise to some of you, certainly came as a surprise to me – talking is not practicing. Talking is not practicing. What does this mean? It means if you want to improve your Spanish, it will not help you to speak Spanish out loud in the car as you drive to work in the morning. It will not help you to go to the bathroom, close the door, and speak Spanish to the mirror. I used to think those things help, now I think

they don't. On the other hand, if we were a German class and we could hang together for a couple of weeks, say, an hour a day of German, and I could keep the input light and lively as in the second example, you'd start to acquire German. It would come on its own and eventually, you'd start to talk. Your speaking ability would emerge gradually.

Now, we have a lot of evidence that this is true. And the evidence is in the professional literature and books and journal papers et cetera. And if you're an insomniac, you're welcome to look at all that. But, rather than go through that, I'd like instead to tell you a story that illustrates the same point. I've used this story for a long time, so those of you who've heard it before – I've been using this for about fifteen years – the reason that I keep – stay with it is that it makes the point very well. And I've decided it's – I've discovered it's just about a universal experience. What has happened to me has certainly happened to you. And bear in mind, if you've heard it before and you're tired of hearing it, think how I feel.

My experience took place in 1974, when I was briefly living in exile from California, working at the City University of New York Queens College, as director of English as a Second Language. And like everyone else in New York, we lived in a big apartment building. And the apartment next door to us was owned by a Japanese company. And every year, there'd be a new family in the apartment. And every year, there were the children who couldn't speak English. And there I was, director of English as a Second Language – I will teach English to these children and brag about it to my friends. So I remember going up to the little girl next door, she was four years old. Her name was Hitomi. I didn't know about this material on language acquisition then – nobody did. And I thought then that the way you get people to acquire a language is you get them to practice talking. So, I'd try to get her to talk. I'd say "Hitomi, talk to me. Say 'good morning'. Say 'Hi'". No response. Well, clearly, I decided, I've got to make this more concrete – "Hitomi, say 'ball'". No response. Well, obviously, I've got to break it down into its component

parts. Let's work on initial consonants – "say 'b'. Look at my lips". Again, no response. There was a theory going around then that a lot of people still believe – that children don't really want to acquire language, you have to, kind of force it out of them. So I tried that – "I won't give you the ball, until you say 'ball'". That didn't work either. No matter what I said, Hitomi wouldn't speak. She didn't say anything the first week. She didn't say anything the second week. The first month, the second month. Five months until she started to speak.

Actually, that's not entirely true. Children during this stage do pick up certain expressions from the other children in the neighbourhood. But it's not real language. They understand approximately what they mean, it's again, it's not real language. They have a rough idea what it means. They use it in roughly appropriate situations. Things like "leave me alone", "get outta here". In fact, one child I knew, the only thing he could say was "I'll kick your ass". Said it everywhere. Wasn't quite sure what it meant. After about five months, Hitomi started to speak. And several things were interesting about her language. First, it looked a lot like first language acquisition – the same process our children went through – one word, two words, gradually getting more complicated. Second, it came quickly. By the time Hitomi and her family went back to Japan at the end of the year, her English was closing in on the way the other children in the neighbourhood were talking. The question is this: what was going on during those five months? She was listening. She was picking out comprehensible input. When she started to speak, it was not the beginning of her language acquisition. Let me repeat that. When she started to speak, it was not the beginning of her language acquisition. It was the result of all the comprehensible input she had gotten over those five months.

Now, a silent period for a child in a situation like this is not pathological, it's normal. It's what you expect. You'd like to have a silent period, wouldn't you? How would it be if you had to study another

language, but you went to a class where you didn't have to say anything? Doesn't that sound wonderful? You can talk all you want. You can raise your hand, you can volunteer. But no one's gonna call on you. No one's gonna put you on the spot. Also, in this perfect class, if the input is incomprehensible, it's the teacher's fault – not yours. That's how we're doing it now. And the results we're getting aren't a little better than other methods, they're actually much, much better. Before I leave this topic, let me put in a brief commercial message for speaking. I'm not opposed to speaking. I think that when the students speak, it's fine. But, what counts in speaking is not what you say, but what the other person says to you. In other words, when you get involved in conversation, what counts is the input that you can stimulate from other people, so I'm in favour of the student speaking, but we have to understand, it makes an indirect – a helpful, but indirect contribution to language acquisition.

I'd like to discuss one more hypothesis before we move on to literacy, and this is a very important one, called the Affective Filter Hypothesis. Research in language acquisition has concluded that there are several factors that are – that relate to success in language acquisition and I'm going to list them here on your screen. One factor is motivation. Students who are more motivated do better in language acquisition. Those of you who have studied know that it's a little more complicated than this, but this is a good approximation. Second, self-esteem, with the dominant concept today in popular psychology. Students with more self-esteem, more self-confidence, do better in language acquisition. Third, anxiety. And here the correlations are negative. The lower the anxiety, the better the language acquisition. In fact, my hypothesis is for language acquisition to really succeed, anxiety should be zero.

This has happened to you. Have you ever been in a situation, speaking a language that you may not speak very well, when the conversation gets so interesting you temporarily forget that you're using another language? If this is happening to you that's when you are

acquiring, when your focus is completely on the message, what the other person is saying, and your anxiety is temporarily gone.

By the way as an important footnote to this... I guess today we say "side bar". As a side bar to all this, uh, I'm not sure that zero anxiety is right for everything. I'm sure it's good for a lot of things, but I'm not quite sure how far to push this. Speaking to you as a college teacher, speaking to you as a parent, I'm not all that free and easy. I think there are certain things in school children absolutely must learn. I think my students at the University of Southern California should suffer. We have hard classes. Tough requirements. You don't do the work, you're out. I finally learned what they tried to teach us in Educational Psychology, the amount of drive or anxiety necessary to accomplish a task depends on the task. Sometimes we call Facilitative Anxiety is okay. I don't believe in torture, but sometimes a little anxiety is okay.

Language acquisition though is different. For language acquisition to succeed, anxiety has to be directed somewhere else not at the language. Frank Smith puts it this way, "For a child to develop literacy, the child has to assume that she's going to be successful." The way that we integrate this into the theory is like this: if the student isn't motivated, if self-esteem is low, if anxiety is high, if the student is on the defensive, if the student thinks the language class is a place where his weaknesses will be revealed. He may understand the input, but it won't penetrate. It won't reach those parts of the brain that do language acquisition. A block keeps it out. We call this block the Affective Filter.

Here's how it works, somewhere in the brain, Chomsky tells us, is a Language Acquisition Device. Our job is to get input into the device, so that's input here... Low motivation, low self-esteem, high anxiety, the block goes up... the filter goes up... and the input cannot get in. This explains how it can be that we can have two children in the same class, both getting comprehensible input. One makes progress, the other doesn't. One is open to the input, the other is closed.

Let me now try to summarize everything I've said in the last ten-fifteen minutes or so, and I'll summarize it in one sentence and we'll wonder why it took me that long: We acquire language in one way, and only one way, when we get comprehensible input in a low anxiety environment.

Unit 5

Sir Ken Robinson

How to escape education's death valley

Thank you very much.

I moved to America 12 years ago with my wife Terry and our two kids. Actually, truthfully, we moved to Los Angeles thinking we were moving to America, but anyway, it's a short plane ride from Los Angeles to America.

I got here 12 years ago, and when I got here, I was told various things, like, "Americans don't get irony." Have you come across this idea? It's not true. I've traveled the whole length and breadth of this country. I have found no evidence that Americans don't get irony. It's one of those cultural myths, like, "The British are reserved." I don't know why people think this. We've invaded every country we've encountered. But it's not true Americans don't get irony, but I just want you to know that that's what people are saying about you behind your back. You know, so when you leave living rooms in Europe, people say, thankfully, nobody was ironic in your presence.

But I knew that Americans get irony when I came across that legislation No Child Left Behind. Because whoever thought of that title gets irony, don't they, because it's leaving millions of children behind. Now I can see that's not a very attractive name for legislation: Millions of Children Left Behind. I can see that. What's the plan? Well, we propose to leave millions of children behind, and here's how it's going to work.

And it's working beautifully. In some parts of the country, 60 percent of kids drop out of high school. In the Native American communities, it's 80 percent of kids. If we halved that number, one estimate is it would create a net gain to the U.S. economy over 10 years of nearly a trillion dollars. From an economic point of view, this is good math, isn't it, that we should do this? It actually costs an enormous amount to mop up the damage from the dropout crisis.

But the dropout crisis is just the tip of an iceberg. What it doesn't count are all the kids who are in school but being disengaged from it, who don't enjoy it, who don't get any real benefit from it.

And the reason is not that we're not spending enough money. America spends more money on education than most other countries. Class sizes are smaller than in many countries. And there are hundreds of initiatives every year to try and improve education. The trouble is, it's all going in the wrong direction. There are three principles on which human life flourishes, and they are contradicted by the culture of education under which most teachers have to labor and most students have to endure.

The first is this, that human beings are naturally different and diverse.

Can I ask you, how many of you have got children of your own? Okay. Or grandchildren. How about two children or more? Right. And the rest of you have seen such children. Small people wandering about. I will make you a bet, and I am confident that I will win the bet. If you've got two children or more, I bet you they are completely different from each other. Aren't they? Aren't they? (Applause) You would never confuse them, would you? Like, "Which one are you? Remind me. Your mother and I are going to introduce some color-coding system, so we don't get confused."

Education under No Child Left Behind is based on not diversity but conformity. What schools are encouraged to do is to find out what kids

can do across a very narrow spectrum of achievement. One of the effects of No Child Left Behind has been to narrow the focus onto the so-called STEM disciplines. They're very important. I'm not here to argue against science and math. On the contrary, they're necessary but they're not sufficient. A real education has to give equal weight to the arts, the humanities, to physical education. An awful lot of kids, sorry, thank you. One estimate in America currently is that something like 10 percent of kids, getting on that way, are being diagnosed with various conditions under the broad title of attention deficit disorder. ADHD. I'm not saying there's no such thing. I just don't believe it's an epidemic like this. If you sit kids down, hour after hour, doing low-grade clerical work, don't be surprised if they start to fidget, you know? Children are not, for the most part, suffering from a psychological condition. They're suffering from childhood. And I know this because I spent my early life as a child. I went through the whole thing. Kids prosper best with a broad curriculum that celebrates their various talents, not just a small range of them. And by the way, the arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched.

The second, thank you. The second principle that drives human life flourishing is curiosity. If you can light the spark of curiosity in a child, they will learn without any further assistance, very often. Children are natural learners. It's a real achievement to put that particular ability out, or to stifle it. Curiosity is the engine of achievement. Now the reason I say this is because one of the effects of the current culture here, if I can say so, has been to de-professionalize teachers. There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools. But teaching is a creative profession. Teaching, properly conceived, is not a delivery system. You know, you're not there just to pass on received information. Great teachers do that, but what great teachers also do is mentor,

stimulate, provoke, engage. You see, in the end, education is about learning. If there's no learning going on, there's no education going on. And people can spend an awful lot of time discussing education without ever discussing learning. The whole point of education is to get people to learn.

A friend of mine, an old friend – actually very old, he's dead. That's as old as it gets, I'm afraid. But a wonderful guy he was, wonderful philosopher. He used to talk about the difference between the task and achievement senses of verbs. You know, you can be engaged in the activity of something, but not really be achieving it, like dieting. It's a very good example, you know. There he is. He's dieting. Is he losing any weight? Not really. Teaching is a word like that. You can say, "There's Deborah, she's in room 34, she's teaching." But if nobody's learning anything, she may be engaged in the task of teaching but not actually fulfilling it.

The role of a teacher is to facilitate learning. That's it. And part of the problem is, I think, that the dominant culture of education has come to focus on not teaching and learning, but testing. Now, testing is important. Standardized tests have a place. But they should not be the dominant culture of education. They should be diagnostic. They should help. (Applause) If I go for a medical examination, I want some standardized tests. I do. You know, I want to know what my cholesterol level is compared to everybody else's on a standard scale. I don't want to be told on some scale my doctor invented in the car.

"Your cholesterol is what I call Level Orange."

"Really? Is that good?" "We don't know."

But all that should support learning. It shouldn't obstruct it, which of course it often does. So in place of curiosity, what we have is a culture of compliance. Our children and teachers are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity. And the third principle is this: that human life is inherently

creative. It's why we all have different résumés. We create our lives, and we can recreate them as we go through them. It's the common currency of being a human being. It's why human culture is so interesting and diverse and dynamic. I mean, other animals may well have imaginations and creativity, but it's not so much in evidence, is it, as ours? I mean, you may have a dog. And your dog may get depressed. You know, but it doesn't listen to Radiohead, does it? And sit staring out the window with a bottle of Jack Daniels.

And you say, "Would you like to come for a walk?"

He says, "No, I'm fine. You go. I'll wait. But take pictures."

We all create our own lives through this restless process of imagining alternatives and possibilities, and what one of the roles of education is to awaken and develop these powers of creativity. Instead, what we have is a culture of standardization.

Now, it doesn't have to be that way. It really doesn't. Finland regularly comes out on top in math, science and reading. Now, we only know that's what they do well at because that's all that's being tested currently. That's one of the problems of the test. They don't look for other things that matter just as much. The thing about work in Finland is this: they don't obsess about those disciplines. They have a very broad approach to education which includes humanities, physical education, the arts.

Second, there is no standardized testing in Finland. I mean, there's a bit, but it's not what gets people up in the morning. It's not what keeps them at their desks.

And the third thing, and I was at a meeting recently with some people from Finland, actual Finnish people, and somebody from the American system was saying to the people in Finland, "What do you do about the dropout rate in Finland?"

And they all looked a bit bemused, and said, "Well, we don't have one. Why would you drop out? If people are in trouble, we get to them quite quickly and help them and we support them."

Now people always say, "Well, you know, you can't compare Finland to America."

No. I think there's a population of around five million in Finland. But you can compare it to a state in America. Many states in America have fewer people in them than that. I mean, I've been to some states in America and I was the only person there. Really. Really. I was asked to lock up when I left.

But what all the high-performing systems in the world do is currently what is not evident, sadly, across the systems in America – I mean, as a whole. One is this: They individualize teaching and learning. They recognize that it's students who are learning and the system has to engage them, their curiosity, their individuality, and their creativity. That's how you get them to learn.

The second is that they attribute a very high status to the teaching profession. They recognize that you can't improve education if you don't pick great people to teach and if you don't keep giving them constant support and professional development. Investing in professional development is not a cost. It's an investment, and every other country that's succeeding well knows that, whether it's Australia, Canada, South Korea, Singapore, Hong Kong or Shanghai. They know that to be the case.

And the third is, they devolve responsibility to the school level for getting the job done. You see, there's a big difference here between going into a mode of command and control in education – That's what happens in some systems. You know, central governments decide or state governments decide they know best and they're going to tell you what to do. The trouble is that education doesn't go on in the committee rooms of our legislative buildings. It happens in classrooms and schools, and

the people who do it are the teachers and the students, and if you remove their discretion, it stops working. You have to put it back to the people.

There is wonderful work happening in this country. But I have to say it's happening in spite of the dominant culture of education, not because of it. It's like people are sailing into a headwind all the time. And the reason I think is this: that many of the current policies are based on mechanistic conceptions of education. It's like education is an industrial process that can be improved just by having better data, and somewhere in, I think, the back of the mind of some policy makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did.

The point is that education is not a mechanical system. It's a human system. It's about people, people who either do want to learn or don't want to learn. Every student who drops out of school has a reason for it which is rooted in their own biography. They may find it boring. They may find it irrelevant. They may find that it's at odds with the life they're living outside of school. There are trends, but the stories are always unique. I was at a meeting recently in Los Angeles of – they're called alternative education programs. These are programs designed to get kids back into education. They have certain common features. They're very personalized. They have strong support for the teachers, close links with the community and a broad and diverse curriculum, and often programs which involve students outside school as well as inside school. And they work. What's interesting to me is, these are called "alternative education." You know? And all the evidence from around the world is, if we all did that, there'd be no need for the alternative.

So I think we have to embrace a different metaphor. We have to recognize that it's a human system, and there are conditions under which people thrive, and conditions under which they don't. We are after all organic creatures, and the culture of the school is absolutely essential. Culture is an organic term, isn't it?

Not far from where I live is a place called Death Valley. Death Valley is the hottest, driest place in America, and nothing grows there. Nothing grows there because it doesn't rain. Hence, Death Valley. In the winter of 2004, it rained in Death Valley. Seven inches of rain fell over a very short period. And in the spring of 2005, there was a phenomenon. The whole floor of Death Valley was carpeted in flowers for a while. What it proved is this: that Death Valley isn't dead. It's dormant. Right beneath the surface are these seeds of possibility waiting for the right conditions to come about, and with organic systems, if the conditions are right, life is inevitable. It happens all the time. You take an area, a school, a district, you change the conditions, give people a different sense of possibility, a different set of expectations, a broader range of opportunities, you cherish and value the relationships between teachers and learners, you offer people the discretion to be creative and to innovate in what they do, and schools that were once bereft spring to life.

Great leaders know that. The real role of leadership in education – and I think it's true at the national level, the state level, at the school level – is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility. And if you do that, people will rise to it and achieve things that you completely did not anticipate and couldn't have expected.

There's a wonderful quote from Benjamin Franklin. "There are three sorts of people in the world: Those who are immovable, people who don't get it, they don't want to get it, they're not going to do anything about it; there are people who are movable, people who see the need for change and are prepared to listen to it; and there are people who move, people who make things happen." And if we can encourage more people, that will be a movement. And if the movement is strong enough, that's, in the best sense of the word, a revolution. And that's what we need.

Thank you very much.

Unit 6

Carol Dweck

The power of believing that you can improve

The power of yet

I heard about a high school in Chicago where students had to pass a certain number of courses to graduate, and if they didn't pass a course, they got the grade "Not Yet." And I thought that was fantastic, because if you get a failing grade, you think, I'm nothing, I'm nowhere. But if you get the grade "Not Yet", you understand that you're on a learning curve. It gives you a path into the future.

"Not Yet" also gave me insight into a critical event early in my career, a real turning point. I wanted to see how children coped with challenge and difficulty, so I gave 10-year-olds problems that were slightly too hard for them. Some of them reacted in a shockingly positive way. They said things like, "I love a challenge," or, "You know, I was hoping this would be informative." They understood that their abilities could be developed. They had what I call a growth mindset. But other students felt it was tragic, catastrophic. From their more fixed mindset perspective, their intelligence had been up for judgment, and they failed. Instead of luxuriating in the power of yet, they were gripped in the tyranny of now.

So what do they do next? I'll tell you what they do next. In one study, they told us they would probably cheat the next time instead of studying more if they failed a test. In another study, after a failure, they looked for someone who did worse than they did so they could feel really good about themselves. And in study after study, they have run from difficulty. Scientists measured the electrical activity from the brain as students confronted an error. On the left, you see the fixed-mindset students. There's hardly any activity. They run from the error. They don't engage with it. But on the right, you have the students with the growth mindset, the idea that abilities can be developed. They engage deeply. Their brain

is on fire with yet. They engage deeply. They process the error. They learn from it and they correct it.

How are we raising our children? Are we raising them for now instead of yet? Are we raising kids who are obsessed with getting As? Are we raising kids who don't know how to dream big dreams? Their biggest goal is getting the next A, or the next test score? And are they carrying this need for constant validation with them into their future lives? Maybe, because employers are coming to me and saying, "We have already raised a generation of young workers who can't get through the day without an award."

So what can we do? How can we build that bridge to yet? Here are some things we can do. First of all, we can praise wisely, not praising intelligence or talent. That has failed. Don't do that anymore. But praising the process that kids engage in, their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient.

There are other ways to reward yet. We recently teamed up with game scientists from the University of Washington to create a new online math game that rewarded yet. In this game, students were rewarded for effort, strategy and progress. The usual math game rewards you for getting answers right, right now, but this game rewarded process. And we got more effort, more strategies, more engagement over longer periods of time, and more perseverance when they hit really, really hard problems.

Just the words "yet" or "not yet," we're finding, give kids greater confidence, give them a path into the future that creates greater persistence. And we can actually change students' mindsets. In one study, we taught them that every time they push out of their comfort zone to learn something new and difficult, the neurons in their brain can form new, stronger connections, and over time, they can get smarter.

Look what happened: In this study, students who were not taught this growth mindset continued to show declining grades over this difficult school transition, but those who were taught this lesson showed a sharp rebound in their grades. We have shown this now, this kind of improvement, with thousands and thousands of kids, especially struggling students.

So let's talk about equality. In our country, there are groups of students who chronically underperform, for example, children in inner cities, or children on Native American reservations. And they've done so poorly for so long that many people think it's inevitable. But when educators create growth mindset classrooms steeped in yet, equality happens. And here are just a few examples. In one year, a kindergarten class in Harlem, New York scored in the 95th percentile on the national achievement test. Many of those kids could not hold a pencil when they arrived at school. In one year, fourth-grade students in the South Bronx, way behind, became the number one fourth-grade class in the state of New York on the state math test. In a year, to a year and a half, Native American students in a school on a reservation went from the bottom of their district to the top, and that district included affluent sections of Seattle. So the Native kids outdid the Microsoft kids.

This happened because the meaning of effort and difficulty were transformed. Before, effort and difficulty made them feel dumb, made them feel like giving up, but now, effort and difficulty, that's when their neurons are making new connections, stronger connections. That's when they're getting smarter.

I received a letter recently from a 13-year-old boy. He said, "Dear Professor Dweck, I appreciate that your writing is based on solid scientific research, and that's why I decided to put it into practice. I put more effort into my schoolwork, into my relationship with my family, and into my relationship with kids at school, and I experienced great

improvement in all of those areas. I now realize I've wasted most of my life."

Let's not waste any more lives, because once we know that abilities are capable of such growth, it becomes a basic human right for children, all children, to live in places that create that growth, to live in places filled with "yet". Thank you.

Unit 7

Angela Lee Duckworth

Grit: The power of passion and perseverance

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades.

What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest performers did not have stratospheric IQ scores. Some of my smartest kids weren't doing so well.

And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough.

After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point Military Academy. We tried to predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the school year, and of those, who will be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople are going to keep their jobs? And who's going to earn the most money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.

A few years ago, I started studying grit in the Chicago public schools. I asked thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk for dropping out. To me, the most shocking thing about grit is how little we know, how little science knows,

about building it. Every day, parents and teachers ask me, "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, I don't know. What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent.

So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to persevere when they fail, because they don't believe that failure is a permanent condition.

So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier. Thank you.

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