

пакетов и ориентирование на самостоятельную разработку. Программный пакет GNU Radio использовали 26,5% опрошенных (18 человек) – это достаточно неплохой показатель, однако, данный пакет может быть достаточно сложным для самостоятельного освоения новичками, что требует рассмотрения данной технологии в виде отдельной дисциплины в рамках высшего образования. Самостоятельно же программное обеспечение для работы с технологией ПОР изготавливали 11,8% опрошенных (8 человек), что позволяет говорить о необходимости создания более доступной и понятной документации и обучающих программ.

При выборе данного программного пакета как базы для изучения технологии ПОР удастся также охватить аспект программирования, так как при написании программных модулей зачастую используются языки программирования, такие как Python и C/C++. Так, ранее кажущееся ненужным радиоинженеру изучение языков программирования (как и программисту – изучение радиосвязи), позволяет выполнить подготовку будущих специалистов, отлично владеющих теоретическими и практическими основами современной радиосвязи, программирования, и готовых с минимальными затратами от предприятия приступить к работе на реальном проекте в сфере телекоммуникационных технологий. Такой подход к обучению даст выигрыш, как профессии радиоинженера, так и инженера-программиста, постепенно совместив две таких разные специализации в одну и повысив конкурентоспособность специалиста.

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В статье описаны программно-определяемые радиосистемы и их роль в подготовке квалифицированных специалистов на базе высшего образования. Освещается использование пакета GNU Radio для подготовки специалиста с соответствующими профессиональными компетенциями.

Guerra J.

University of Algarve, Faro, Portugal

WEB-BASED TOOLS ACROSS SOME MOTHER TONGUE EDUCATION CONTEXTS

Introduction

Over the last decade we conducted some research concerning the integration of ICT in Portuguese classes [5; 6; 7; 8; 9]. In these research, we categorised and comprehend the integration of web-based tools in the context of mother tongue education.

In phase 1, we analysed lessons plans of Portuguese language teachers from k7 to k12 (first year of middle school to last year of secondary school). The purposes were

to collect plans that includes tasks, projects or activities that resort of ICT tools. Furthermore, we organized them “into categories and in accordance with the competences they aim to develop”; and we analysed the teacher discourse on lessons plans (from their description of the activities) to “detach the implicit background methodology [7, p. 118]”.

On phase 2, we analysed the Portuguese national language syllabi for mother tongue education [8] to provide an Institutional context for the lessons plans. In this stage, we looked forward for all ICT references in the syllabi “to detach what kind of uses they foment and under what kind of methodology (e.g. teacher, content, and/ or learner centred) [9, p. 140].”

In the third stage, we intended to cross the results of the two previous stages,” in order to look if the integration of the ICT tools in classes are formatted by what the syllabi recommends or by other contexts [9, p. 140].”

As we explain before [8, p. 77], the Technological Plan for Education (TPE), which was approved by the Portuguese government in 2007, modernised elementary and secondary schools by investing considerably in technological infrastructures, in connecting schools to the Internet, in promoting the use of computer-assisted language learning (CALL) strategies, Course Management Systems (CMC) such as Moodle, etc. [13].

Moreover, we have witnessed a generalised concerning in research fields for the use of web tools to support class activities and their effective results in the apprenticeship. Simultaneously, each year, more and more web-tools, mobile applications and computer software are created to assist teachers and students in their process of teaching and learning respectively. In fact, nowadays, as we summarized previously (Guerra, 2013, 2014; Guerra & Olkhovych-Novosadyuk, 2014), teachers can improve students’ competences through free, efficient and ubiquitous web tools. Beyond that, most of these tools enable also a personal and mobile learning environment for students, allowing them to access content and activities anywhere, anytime [8].

Table 1 shows some examples of these web tools¹:

Table 1. Examples of web-based tools, applications and software to use in education

Technology Category	Definition	Competencies	Examples
Word processing applications	Application that enables the user to type and manipulate text in single or group activities.	Writing Reading	Microsoft Word, Libre Office, Google Docs, Zoho writer
Organising and brainstorming applications	Application that enables the user to create idea maps, KWHL charts and category maps.	Writing Reading Speakink	Inspiration, SMART Ideas, Visual Mind, MindMapping, bubbl.us
Multimedia	Application that enables the user to create or access visual images, text and sound in one product.	Speaking Writing Reading Listening Content-based	IMovie, Windows Movie Maker, Adobe Photoshop, Microsoft PowerPoint, KidPix, Google Presentation, LibreOffice, Audacity, GarageBand, Flickr,

¹ The table was first published at Guerra, 2013: 119.

			Picasa; Serious Games Youtube
Web content resources	Resources available on the web that enable the user to gather information or apply or practice a concept.	Content-based	Virtual tours, Wikipedia or other encyclopedias, applets, movies, pictures, online multiple-choice questions (quiz)
Communication software	Application that enables the user to communicate via text, voice, or video-call.	Speaking Listening	VoIP, Instant messaging, social network (Facebook, Hi5, Orkut, Ning)
Cooperative & social network applications	Applications that enable the user (i) to engage in collaborative group learning activities; (ii) to share knowledge; and (iii) to publish content.	Content-based Writing	Wikis, blogs, social network, VoIP, microblogging, Bookr, Bubok, Think.com, Google Docs
Authoring tools	Software that enables the user to create an online course or on/offline activities for language classes	Speaking Writing Reading Listening Content-based	CourseLab, Hot Potatoes Kahoot
Course management systems	Software that enables user to administer, create, organise lessons plans, including post documents, exercises, etc.	Speaking Writing Reading Listening Content-based	Moodle, Edutools, Sakai

Students are also involved in learning activities when, through their mobile devices, they communicate and cooperate (sharing information, supporting others in their language learning activities, reflecting, connecting with others in cooperative contexts); they manage information (searching, aggregating and analysing information); and when they manage content (presenting ideas and knowledge using web-tool resources, for instance).

Overview of the research

Teachers results

Our results werenot differentfrom other studies [1, 10, 11], even if they have other class subject context. In fact, like Morris (2010) highlights the “preferred tendency towards display technologies for whole class teaching [...] or the prolific use of multimedia and word processing [...]” [11, p. 144]. The teachers privilege content centered ICT activities, even if they resort to audio or video found on internet or in the complementary material provides by the editors with the teacher textbook [7]. So, teachers use ICT to reproduce in a different way the traditional forms of teaching and “we can affirm that presentations are the same as overhead transparencies, audiotapes or CD are substitute by internet records or podcasts, and videotapes by internet videos to promote the same kind of activities and achieve the same goals” [7, p. 124]. In a certain way, they allow teachers to replicate they practices but with less (heavy) material to bring at the class. Like Evans [4] demonstrates, “beyond the physical differences we see in classrooms, the other changes we have seen are minimal – despite the opportunities technology presents to transform learning”, and as Morris [11] also

acknowledge “few teachers would appear to employ a wide range of ICT applications on their teaching, and the range is confined to only a few types [11, p. 148].”

Syllabi results

The national syllabi for mother tongue education² [2,1 2] do not include a separate chapter or guidelines for the increase of digital literacy, like if it's not one of the curricula subjects with more responsibility in the development in general literacy and critical thinking. We find scattered references by the different competencies³ whode-fend (i) the importance of the role of the internet and web technologies for the language teaching and learning; and (ii) the development of multimodal literacies, like the digital one [8] but there is no concrete examples and uses of web-based tools, mobile learning applications or other resources from the web. The national curricula include also the ICT in the strategic competences that Portuguese classes must increase in the students, covering not only the search and treatment of information but also the use of text processors, data bases, email, and the production of audio and video records. At the same time, they not include learning outcomes, like if the students could be assessed as the same way if they use or not technological skills. In summary, we found that the syllabi give greater prominence to the development of students' abilities to research, organize, process, and manage the information as they did in the past concerning dictionaries and encyclopaedias.

Cross view from lessons plans and syllabi recommendations

The syllabi mostly focus on ICT usages for collecting and managing information, contrary of teachers practices where the presentations using ICT tools are privileged. As we saw [9], teachers also use audio or video records already prepared for mostly focus on content (and not developing audio-visual comprehension or communication skills for instance). Text processors are integrated in homework for students to prepare written productions and be legible for everyone, but no-one work with them in class to detach their potentialities (*e.g.* genre-based writing tasks, textual construction).

We also discover a gap between the national orientations and willingness and the teachers' practices. It certain that the syllabi do not provide instructions or contexts for uses of ICT who are not related to the gathering information [9], but the teachers have nowadays a lot of information available for free to adapt their practices.

We finally observe a major gap between teacher practices, the syllabi recommendations and the students' uses of ICT tools. Students communicate, cooperate, and manage information and content through online settings or mobile applications and the school still continue more paper centred [9].

Final remarks

Even if the teachers are more aware about a higher range of ICT tools, the willingness to use them and to implement a more collaborative and dynamic learning environment,

² The Portuguese educational system is organized according with three different levels: basic education (3 cycles; 9 years of education from 6 to 15 years old), secondary level (3 years; until 18 years old); and university and polytechnic level (undergrate, master and doctorate studies). Portuguese mother tongue is one of the major subjects of the 12 years of education and the national orientations are divided in two volumes. The first one includes the 3 cycles of the basic education: first (primary school, 4 years), second (intermediate levels; 2 years) and third one (3 years). The second volume organizes contents and competencies for the secondary level.

³ Mother tongue syllabi competencies: speaking/listening; reading (different texts, including literature); writing; grammar awareness, and a strategic competence transverse to all the others.

promoting personal learning environment for the students through the proposed activities do not follow their knowledge about ICT and web based tools [1,7, 10, 11].

For that reason, we are sure that the gap between syllabi and teacher practices and the students' awareness about ICT and web tools will unfortunately continue. There is certainly reasons to explain it. Future researches should point on the effective knowledge of the teachers to understand why they teach with technology and not promoting also learning from and with technology to ensure a shift on practices. So, there was probably a possible ineffectiveness of the (in-service) teacher training for the use of ICT in language classroom [9], as referred Costa: "as several national and international studies seem to indicate, even in wealthier countries with a long history of teacher training, there remains a big deficit in how teachers are prepared to exercise their profession, especially from the methodological point of view [3, p. 445]."

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This paper presents the summary of researches we had made about learning and teaching with web-based tools on language classes. In these researches, we characterized and understand the integration of information and communication technologies (ICT) in the context of mother tongue education. Results demonstrates that practices in syllabi and mother tongue classes still focus on traditional methodological approaches, even if younger people lives undoubtedly in a digital era.

Keywords: web-based tools; Computer-assisted language learning (CALL); mother tongue education; syllabi.

Nikishova A.V., Koslowskaja N.A.

*Belarussische Staatliche technologische Universität,
Minsk, Weißrussland*

EINFLUSS DER RUSSIZISMEN AUF DIE DEUTSCHE SPRACHE

In dem vorliegenden Artikel handelt es sich um einen Sprachkontakt zwischen der russischen und der deutschen Sprache. Es wird erklärt, welchen Einfluss das Russisch im Laufe der Geschichte auf den Wortschatz des Deutschen ausübte. Hier schlagen wir praktische Beispiele vor und verdeutlichen politisch-historische, sozialökonomische und kulturelle Ursachen für die Übernahme von russischen Wörtern durch die deutsche Lexik.

Auch Sprache wie der Mensch hat eine Geschichte und sie verändert sich im Laufe der Jahrhunderte. Diese Veränderungen passieren meist sehr langsam und werden oft erst dann bemerkt, wenn man eine Sprache über einen längeren Zeitraum hinweg vergleicht. Im Laufe der Jahrhunderte sind viele Wörter aus einer fremden Sprache an die deutsche Sprache jedoch angeglichen worden, dass man die fremde Herkunft heute gar nicht mehr ansieht. Diese Wörter bezeichnen die Sprachwissenschaftler als Lehnwörter. Lehnwörter sind Zeichen von Kontakten zwischen verschiedenen Völkern mit unterschiedlichen Sprachen. Sie sind Anzeichen für einen interkulturellen Austausch.

Es lässt sich vermuten, dass die ersten russischen Entlehnungen im Deutschen auf das 12. Jahrhundert datiert sind. Die Handelsbeziehungen zwischen Hanse- und russi-