

METHODS AND DIDACTICS

UDC 378

Associate Professor, Department of
Pedagogics and Psychology,
International Institute of Computer
Technologies, Voronezh,
nizovaja@yandex.ru

I.Ju. Nizovaja

TYPOLOGY OF GENRES OF THE INTERNET IN LINGUODIDACTIC ASPECT

The article deals with the analysis of different educational genres of Russian language Internet resources. The article considers typological peculiarities of digital textbooks, distance courses and digital dictionaries. Using new methods of teaching the Russian language as a foreign language is considered from the standpoint of view of introducing new technologies in education. Different ways of presenting new teaching materials are given. Special attention is given to the typology of different ways of using new educational resources.

Key words: Russian as a foreign language, digital textbook, multimedia, language teaching, genres of the Internet, distance course, digital dictionary.

The up-to-date Internet is evolving rapidly. This applies to a sharp rise in the number of users (more than 40 million people use the Internet for learning the Russian language). There you can find a lot of different texts - fiction, nonfiction, advertising, conversational ones, etc. In the Internet there appeared new electronic genres (Twitter, social networks, Wikipedia), each of which has its own specific characteristics. These genres of electronic communication are used by millions of users, although their linguistic features have not been thoroughly studied by linguists. Special place is given to the texts and resources that can be attributed to the training ones. In this regard, the researchers face the task of determining the genre characteristics of Internet texts. To characterize the Internet texts the term "speech genre" is used. This concept is one of the most important theoretical concepts of pragmalinguistics, stylistics, text linguistics, and sociolinguistics. Practical usage of a set of basic speech genres is considered to be the most important aspect of speech competence and one of the most important characteristics of linguistic personality [1].

The theory of speech genres is actively developed in modern linguistics. There are different classifications of speech genres (see the papers by N.D. Arutyunova, T.V. Shmeleva, etc.). In the terms of genesis genres are divided into the primary and secondary. The primary ones are formed in the terms of direct communication and have a long tradition, the secondary ones are formed in a highly cultural communication. The latter includes new speech genres that function in the Internet environment. Another criterion for the classification is the areas (including spiritual) of activity and the spheres of communication, in which speech genres function. Besides, speech genres are classified on the basis of an informative or phatic communicators' orientation, i.e. the orientation for informing something or meeting the needs in interpersonal communication. In Russian studies, for example, T.V. Shmeleva's work dedicated to the classification of speech genres is well-known. Here an attempt is made to develop a general theory of genres in the context of linguistic position based on Bakhtin's work. T.V. Shmeleva offers a seven-components model of speech genre including: 1. Communicative goal, 2. Author's imagery, 3. Recipient imagery, 4. Images of the past, and 5. Images of the future,

6.Dictum content 7. Linguistic embodiment [2].

It is important to emphasize that according to modern sociolinguistic concepts, successful communication depends on the fact how adequately the sender simulates the image of the recipient. The addressee characteristic is the most important category of the genre. The recipient characteristics are greatly focused on the recent researches of scientists. "... The recipient is active, first, unwillingly, when the author of the text focuses on the social characteristics, mental preferences, etc. of the other potential recipient. Second, the real activity of the recipient occurs when he/she receives, understands and interprets the text. Third, he/she is active when he/she changes the communicative role of the listener to the role of the speaker producing discourse / text and interacts with his/her share of information [4, p. 51].

In the studies on the theory of speech genres there were combined and often considered not always compatible groups of speech genres, for example, an everyday dialogue and an everyday story, a letter, a military command, an order, business documents, journalistic and academic performances, etc. K.Kozhevnikova identifies three classes of speech genres (texts, typified with the genre and communicative points of view): 1) the texts whose content is based on a more or less severe but always informative obligatory models (an instruction, a recipe, a playbill), 2) the texts whose content is based on usual informative models (for example, a news story about current events, a review of the work of literature), and 3) the non-regulated texts whose content is not the subject of any rigorous task, for example, private correspondence [3, p. 53-54].

The theory of speech genres is quite applicable to the classification of Internet speech genres, true, with consideration for the specific character of functioning electronic texts. Any web resource is determined primarily by the following main components:

- Concept, purpose, audience;
- Content;
- Traffic;
- Design;
- The ways of arranging communication with users.

The content is the plot of a given website, i.e. all the information content - texts, images, photos, music, animation, website structure. The traffic is measured in visitors and visits (hits and hosts) and in their characteristics. The importance, the popularity of one site or another is determined by the traffic. The design involves the whole system of arranging the site. The mode of communication involves, in particular, the organization of the format of user's interaction with electronic resources. In social networks, forums, twitter, chat rooms specific forms of communication are assumed due to characteristics of the genre. The chat involves communication in real-time, quick response to the member's communication. Communication on twitter is characterized by the limited size of the text, by the inclusion of a set of hypertext references, etc.

For effective assessment of one Internet resource or another is first necessary to formulate the criteria, necessary for the characterization of the site. It appears that one can rely on the following key criteria developed by us:

1. The site authorship which determines the reliability and quality of information (reliable are the sites created by government agencies, educational institutions and famous libraries, research centers, etc.).
2. Periodicity of updating (some sites are not updated for over a year). Regular updating means that the site is evolved and changed in accordance with certain communicative tasks or information needs.
3. Download speed of information and the ability to preserve it as well as the speed and the possibility to interact with the site.

4. The ease of finding information and navigating the site, the number and types of hypertext references with the other resources.
5. The design of the site (it should be attractive from an artistic point of view, easy for reading and searching for information).
6. The possibility of communicating with the website authors for receiving more information.
7. Frequency of visits which can be verified by ratings of various retrieval systems.

It should also be borne in mind that the sites can be static, permanently located at a particular address, and dynamic based on users' requests. A prominent example is a Web site, such as search of resources found by the retrieval system on the basis of a request (for example, samples of the release of information on such requests as concerts, exhibitions, railway tickets). For characterizing Internet texts, the layout of the text on the screen and the interaction with other texts are also important. As is known, the information on web pages is arranged in the form of a hypertext, which, in turn, consists of pages. The user usually gets to the front page, where he/she learns about the structure and the content of the site. We can say that a web page is formed by special language means that perform specific functions. The following basic elements of designing pages that perform different functions are singled out depending on the features of the genre of web pages:

- Navigation and index elements consisting only of references;
- Information elements, where the linear text is the main one. It provides the relationship between a given text and the other text within the site in question or other sites (e.g. headers, intriguing names);
- Strictly information elements which have linear texts, and where there are references with the main content of a given website.

Thus, on the web pages there is the coexistence and interaction of texts with different communicative functions. As is known, almost any text in the Internet is one or several related pages. The role of the links connecting the pages is played by the so-called hypertext references. The basic linear text of the web page bears a strictly information load representing some aspects of the topic. Statements-hyper references point to the other aspects of the topic under discussed, advertising slogans often included in the site are faced to the user and offer immediate interaction in accordance with the purposes of advertising.

The text on the Web page, on the one hand, is a complete whole and, on the other hand, hyper references indicate its incompleteness. The relationship between different functional elements in various types of Web pages is significantly changed depending on the characteristics of the genre. Compare a news web page, a web page of a shop-trade campaign, distance course training, etc.

An important characteristic of the Internet texts is their dynamic or static nature within a given Web page. They are divided into static texts constantly being in the network without changes (as is the case with the printed texts), and the dynamic ones created in the course of real communication, e.g. in chats, blogs. The other criterion of the most important ones for evaluating electronic resources is the synchronous or asynchronous nature of the communication and the degree of the texts interactivity. In the genre of computer-mediated communication there are genres with a high degree of interactivity (chat rooms), medium (forums, blogs) and with a low degree of interactivity (email, Wikipedia). The chat can not function without a constant user interaction, it is a prerequisite of the genre. Email, in turn, involves the interaction of the sender and the receiver, but it can function as an independent text without a feedback. An important characteristic of any web resource is also a method of interaction with the user.

From the point of view of the interaction with the website there are:

1. Resources that provide reading only;
2. Resources, which include reading with comments (e.g. blogs);
3. Resources, combining reading and writing interaction between users. It is true, in particular, for social networks [4, p. 229].

In terms of the availability of multimedia components (video, animation, pictures, music), there singled out the resources with zero-multimedia (e.g. email), with partial multimedia (chats, blogs), and with high multimedia (social networks, video services such as Youtube, Internet media). Internet texts also suggest synchronous or asynchronous communication. For communication in online forums a distinct character of synchronous communication is typical. The information Web page (for example, e-paper) is characterized by an asynchronous communication, i.e. the reaction to the text may be delayed. As additional criteria for the selection of electronic genres such characteristics as the type and number of his/her links, the relationship between the text and multimedia components within a web page can be used, etc [5].

In the field of genre characteristics of the Internet texts, further specific studies are necessary as many speech genres are in the process of formation. For example, it is possible to classify the Web resources on a basis of dominant technologies:

1. Information (broadcast) technologies. The task of the resource is to inform users (news feeds, reviews, compilations, libraries).
2. Interactive technologies. The resource is oriented on possible inclusion of visitors (forums, chat).
3. Communication technologies. The tasks are to organise the web-communities based on the interests and needs (social networks, for example, " V Kontakte ", «Odnoklassniki»).

Several studies have recently made attempts to classify genres of electronic communication. In this connection, L.Yu. Schipitsina's papers should be mentioned first of all. She offers a standard modal of verbal behavior determined by special computer-mediated networks and realized by a stable type of the text as a separate genre of computer-mediated communication. This definition assumes some stable parameters of electronic genres with a pragmatic, media, content and linguistic nature [6, p. 172].

L.Y. Schipitsina proposes that the following six groups of genres of computer-mediated communication in the Internet should be singled out on the basis of their function:

1. Information genres intended for obtaining some information (network media, encyclopedias, dictionaries, retrieval systems, catalogues, etc.),
2. Instruction genres intended for inducing the recipient to perform an action (web banners, online shops, etc.),
3. Phatic genres serving to meet the needs of communication (chat, email, forums),
4. Presentation genres which are designed for self-expression giving the data about themselves, about the company, about their own products (personal web pages, websites, business cards, blogs),
5. Aesthetic genres that serve for realizing their creative potential and abilities (network literary works),
6. Entertainment - play games (multi-user worlds, computer games) [6, p. 174-175].

But it should be noted that this classification does not consider the very important parameters such as a specific structure of the texts (such as forums, blogs), the specific functions performed by the hypertext organization in different genres of computer communication, relationship between books and spoken elements, the degree of correlation between the text and codified literary norms (e.g. in chat rooms or educational resources). It should also be noted that some genres combine different functions. For example, blogs do not only serve for self-presentation, but also facilitate the exchange and dissemination of information by performing certain functions of the electronic media. In the electronic media the information is often structured in such a way as to engage the students into a discussion of one problem or another with the help of special services (blogs, forums, Twitter), i.e. electronic media perform not only the information but also communication functions.

Another possible classification feature of computer speech genres is the analysis of the text structure within a Web resource and the description of the components of a given Web resource of text modules (functional and structural elements). For example, the educational portal includes news, library, forums, training materials, guidelines, references to resources, etc. A scientific article in an electronic magazine includes an annotation, a list of keywords, references. It reflects a certain logic

of presentation. The Web page includes some information about the University faculties, specialties, science, conditions of entry, etc. The analysis of web pages of commercial firms allows the following structural elements to be singled out: 1. Drawing attention to the activities of the company, 2. Greeting, 3. Identification of the company, 4. Description of the features of its activities, 5. Creating a positive image of the company, 6. Making contact, 7. Creating a community (registration) of consumers and others.

The laws of arranging communication for each of the types of electronic resources are different, even within the same web page, they can be split into different microgenres. An important criterion for the estimation is also the choice of stylistic language means. Web pages representing electronic store, a politician or a musician, a scientific conference are constructed differently and use different stylistic means.

Thus, it should be emphasized that the creation of the typology of genres of Internet communication on the basis of uniform criteria is still difficult. L. Y. Schipitsina notes: "The specific nature of computer-mediated communication and its difference from all the other forms of communication are determined by the technical parameters conditioned by the channel and means of communication: an electronic form of the existence of the text, hypertextuality, multimedia, interactivity... A preliminary review of the degree of influence of these parameters on the linguistic design of computer-mediated communication makes it possible to suggest the graduality of their manifestations in different genres " [6, p. 119].

We think that the classification of electronic texts can be conducted on a number of grounds: the function, media characteristics (e-mail, forums, blogs), the structure of web pages, communication participants (individuals, groups, organizations, educational institutions, media) proper linguistic features of the online text, etc.

In scientific and methodological literature of recent years there is a large number of publications on the study of educational opportunities of online resources of various functions in language teaching [7, 8, 9, 10]. In the field of education various information technologies are widely used: electronic books, interactive learning resources (trainers), computer demonstrations, universal learning environments, electronic databases, reference and information sources (online translators, dictionaries), digital libraries, electronic periodicals, databases and archives, digital collections (collections of audio, photo, video). All of these technologies are realized in certain genres and have their technological and information peculiarities.

N.F. Mikheeva describes this situation as follows: "Those who are taught should reveal the similarity and difference in the varied aspects of native and foreign cultures, they should understand the peculiarities of psychological way of life of native speakers in order to perform an adequate verbal and non-verbal behavior in different situations of foreign communication. In conducting an independent work one should more widely use up-to-date technical means of teaching: video, sputnik TV, modern computer programs including multi-media ones and tele-communicative systems" [13].

Modern information-and-communication technologies are realized in a variety of educational resources:

- specialized portals and resources on the Russian language, the number of which is growing ("Gramota. ru» - www.gramota.ru, «Culture of writing» - www.gramma.ru, «Russian dictionaries» - www.slovari.ru etc.);
- distance teaching courses for students of the Russian language and for teachers improving their skills;
- Web pages of educational institutions with teaching materials;
- digital libraries and encyclopedias;
- electronic textbooks;
- electronic dictionaries, etc.

Each educational resource has its own structural-and-semantic and functional features. Let us consider the characteristics of the genre of e-books, electronic dictionaries, and online courses.

As noted in scientific and methodological literature [9, 11], the name of the electronic book or e-textbook can be given to some kinds of electronic teaching materials:

1) The digital version of the printed edition similar to the printed prototype, due to hypertext organization of the theoretical part, multimedia presentation and the feedback when performing operational and control tasks.

2) The electronic textbook which has no printed prototype, but based on all the classical canons applying to this kind of learning issues. Such textbooks are necessarily accompanied by the printed application, which provides the full text part. This part of the textbook becomes the tutorial students' and teachers' handbook, and the computer part serves only as a support in performing practical tasks.

3) Electronic edition designed by the type of educational complex, similar in properties to teaching environment. Electronic textbook is now considered to be a program-methodical complex combining a conventional textbook, a reference book, a book of problems, laboratory practicum, interactive tables, static and dynamic illustrations, etc.

The process of teaching Russian as a foreign language is poorly provided with modern computer teaching materials. Teachers of language rarely use the online tutorials for a number of reasons (traditions of teaching, lack of incentives for the use of new technologies, obsolete program), although for teaching the Russian language as a foreign language more than twenty different electronic textbooks have been prepared. The following e-books are known: "Cabbage" (Finland), "Ruslan" (UK), "The Russian language from the beginning" (Russia), "Voices" (USA), "Colours" (Italy) and others. The institutions of the Russian Federation have created online tutorials "Vladimir" (2003), "News from Russia" (2002-2006) and "The Russian language with the computer. Step I" (2006) and others. In the last few years very interesting electronic books in Russian for Russian schools have been published. Russian schools use electronic aids built on the school courses of studying the Russian language, e. g. "1C: tutor. Russian Language ", " 1C: School. Morphology. Orthography. 5-6 classes ", etc.

The most typical of electronic textbooks have the following features:

1. Choice of various software modules - videos, voiced dialogues (usually with visual support - photos, drawings), an automatic dictionary, grammar comment, training module, record and playback speech (phonetic aspect), a database of texts, common mistakes, etc.
2. Presentation of the training material is realized primarily in the form of voiced dialogues (accompanied by video recordings, animation, static images) or voiced reading texts.
3. Various types of training exercises (substitution, multiple choice, the match, reconstruction, translation, designing by model) are actively used. They are based on the predictability of students' responses (analysis of the responses is performed according to the programs mainly by comparing them with references stored in the database).
4. The recording, analysis and playback of the user's speech are performed followed by the visual information support, oscillographs and tables.
5. The entire information array, including reference material is organized in the form of hypertext that allows us to quickly move from one section to another, from one type of information to another, and to search for the information.
6. An active use of multimedia animation for the motivation of speech and for the presentation of training material.
7. Some courses have internet support in the form of additional training materials, guidelines available through computer networks.

In the Internet, there appear more and more different electronic dictionaries. Suffice it to examine such dictionaries in the Yandex information retrieval system or on portal pages Gramota.ru. An Electronic Dictionary is an information system that allows us to store and provide the information about the word in a convenient form for the user. The response to user's requests is achieved by structuring the dictionary entry allowing us to highlight the main types of information about the word

(translations, the use of set phrases, synonyms, antonyms, etc.). Each item of the word may be a hyper reference to another entry. The hyper reference system provides a rapid access to the relevant information. Electronic dictionaries work "both ways" i.e. in English-Russian dictionaries it is easy to find English translation of Russian words. The software of the electronic dictionary allows us to quickly and easily find the necessary information. It opens up new opportunities that were not available when working with printed dictionaries.

The basis for the electronic dictionary is the program that allows us to get entries for any word or the variants of translations. Electronic dictionaries may be divided into two groups: it can be a complete electronic version of the printed dictionary (sometimes with the system of retrieval) or a dictionary with the inline additional functions, for example, sound, retrieval of different variants of the interpretation or translation, etc. The first group of dictionaries is in the section "Dictionaries" of the Yandex retrieval system or on the portal "Gramota.ru." The second group includes a series of dictionaries Lingvo. Electronic dictionaries have a number of obvious and significant advantages compared with conventional ones. Modern electronic dictionaries are not only more in volume than books dictionaries, but they also find the unknown word or phrase much faster. Some dictionaries, e.g. ABBY Lingvo, are included into all major office applications, and the selected word can be translated with a few keystrokes. Electronic dictionaries do not only contain the transcription, but they can pronounce the words. A sound synthesizer is built into MultiLex dictionaries and all the words are pronounced with its help. In ABBYY Lingvo heading words are pronounced by an announcer. At present electronic dictionaries are widely used, e.g.: Lingvo (software from ABBYY, Context (software from Informatic), MultiLex (software from MediaLingua).

Another new educational resource is a distance course, that is now becoming more popular. Didactic features of the distance teaching technologies are defined, as is known, by the availability of the educational information database in an electronic form designed for the students' assimilation within a given course, and by the possibility of rapid exchange of educational information (visual and graphic, static and dynamic) with the teacher. Distance teaching requires obligatory interaction with the instructor, who is in the training center.

The bulk of online courses in Russian being in the Internet is devoted to the initial stage of training. Distance courses in the Russian language are mainly training in nature, with much emphasis on the mechanical training of grammatical forms. Here a positive factor is that the importance is given to the use of new learning resources of the Internet, namely, authentic regional studies of materials (economics, politics, culture), literary texts for reading, electronic dictionaries, etc. [8, 10, 12].

We would like to highlight a few courses of distance teaching the Russian language, which deserve special attention.

Of some interest is multimedia interactive distance teaching course for the Russian language prepared by the Center for International Education www.cie.ru «News from Russia." This is a multimedia interactive distance teaching course for learning the Russian language and the culture in the materials of popular television programs in Russia created on the basis of A.N. Bellydance's textbook "News from Russia." Teaching material (television programs, a system of exercises, tests and assignments for translation) is presented in the form of stand-alone lessons that are grouped into subject-matter clusters, "Politics," "Economy", "Society" and "Culture". Teaching material of the course regularly updated allows students to study the Russian language and follow the events that are covered in the news and analytical programs of Russian television. Course materials will help students prepare for state certification exams in Russian as a foreign language. Of some interest are the materials of the servers www.learningrussian.com, www.masterrussian.com, which are widely used in some distance courses for teaching the Russian language. This includes the information on various branches of teaching Russian as a foreign language. There is a sound accompaniment of the exercise on phonetics and pronunciation. There are also useful references to the other resources in the Internet for those who study the Russian language, such as various regional geographic information

(designed mainly for tourists), as well as the information about the new textbooks for those who study the Russian language. At the Philological Faculty two network training projects "Russian phonetics" and "Old Church Slavonic language" have been implemented. Thus, the Internet possesses interactive multimedia hypertext reference-and-teaching program on Russian phonetics (www.philol.msu.ru/rus/galya-1).

In the course of our investigation we have analyzed various distance learning courses that are used in teaching Russian as a foreign language, for example:

1. <http://www.pushkin.edu.ru/modus>. - Distance teaching course for teachers of the Russian language;
2. <http://www.dist-learn.ru> - remote course on the Russian language and culture "Russian language remotely (based on the media)";
3. http://speak-russian.cie.ru/time_new/ - distance course "Starting to speak Russian";
4. <http://masterrussian.com> - distance course of the Russian language;
5. <http://masterrussian.com> - distance course of the Russian language.

The analysis shows that, unfortunately, now it is difficult to find a course that would meet all the requirements specified in scientific and methodological literature [9, 10]. Distance courses as a special kind of teaching means should include a demonstration version, a guide for the user, the inline course catalogues and dictionaries, interactive user experience, the system of monitoring and evaluating the effectiveness of training, etc. For example, the demonstration version is only in the course "News from Russia".

The course "Starting to speak Russian" has no detailed instructions describing the method of working with this course. Here there are no requirements for the initial level of language proficiency. The teaching aims are not clear. The course "Starting to speak Russian" has no statistical module, which would determine the course of study (number of assignments, evaluation). There are failures in the electronic course. The material of distance teaching courses and masterrussian.com learningrussian.net are available only in English. They do not have detailed instructions describing the method of working with the material.

Many courses in question are considered to be largely of demonstration character. Special attention is paid to mechanical training of grammatical forms. There is no system for analyzing errors.

The course "Russian Online" uses many standard static tables borrowed from conventional textbooks. Here there is no logical system for the analysis of students' answers. It is difficult for the students to understand the course material without the help of their teacher. The creating of full distance course is the challenge of the future. This is substantiated by the need of pilot testing the effectiveness of distance teaching a foreign language and a comprehensive consideration of the specific character of training in an electronic environment.

It should be noted that various e-learning resources for learning Russian as a foreign language gain growing popularity. So, there is a problem for researchers to describe the genre characteristics of these new resources, and to formulate the requirements for creating and using them in the practice of teaching Russian as a foreign language.

In conclusion, it is necessary to note that in the course of our investigation some problems have been solved: 1. Genre characteristics of the main services and online Internet proposes have been defined. 2. Methodological characteristics and requirements for various electronic educational resources (electronic books, electronic dictionaries and distance courses) that are used in teaching Russian as a foreign language have been identified. However, it should be emphasized that further scientific-and-methodological researches, that will permit full use of the Internet linguodidactic potential, are necessary to meet the needs of students and the goals of teaching Russian as a foreign language.

Bibliographic list

1. Il'inova E Ju. Kognitivnyj aspekt zhanrovogo prostranstva teksta / E.Ju. Il'inova // Nauchnyj vestnik Voronezh. gos.arh.-stroit.un-ta. Sovremennye lingvisticheskie i metodiko-didakticheskie issledovanija. -2006.-Vyp.6 (2). S.12-19.
2. Shmeleva T.V. Model' rechevogo zhanra // Zhanry rechi. Saratov: izd-vo GosUNC «Kolledzh», 1997. – S. 88-99.
3. Formanovskaja N.I. Teorija obshhenija i rechevoj jetiket // Russkij jazyk za rube-zhom. - № 1. 2010. – S. 49-55.
4. Kozhevnikova K. Ob aspektah svjaznosti v tekste v celom/ Sintaksis teksta. - M., 1979. -S.53-54.
5. Dedova O.V. Teorija giperteksta i gipertekstovye praktiki v Runete. – M.: Izd-vo MGU, 2008. - 284 s.
6. Shhipicina L.Ju. Komp'juterno-oposredovannaja kommunikacija. Lingvisticheskiy aspekt analiza. – M.: Krasand, 2010 - 296 s
7. Azimov Je.G. Metodika organizacii distancionnogo obuchenija russkomu jazyku kak inostrannomu. - M.: Russkij jazyk. Kursy, 2006. - 148 c.
8. Bogomolov A.N. Virtual'naja sreda obuchenija russkomu jazyku kak inostrannomu. Lingvokul'turologicheskij aspekt. - M.: Maks Press, 2008. – 320s.
9. Rudenko-Morgun O.I. Principy modelirovanija i realizacija jelektronnogo uchebno-metodicheskogo kompleksa po russkomu jazyku na baze tehnologij gipermedia. - M.: izd-vo RUDN, 2009. - 332 s.
10. Sysoev V.P., Evstigneev M. N. Metodika obuchenija inostrannomu jazyku s ispol'zovaniem novyh informacionno-kommunikacionnyh Internet-tehnologij. - M.: Glossa Press, 2010. – 245 s.
11. Teorija i praktika distancionnogo obuchenija / pod.red. Polat E.S.- M. : Asa-demia. 2004. – 416 s.
12. Arutjunova N. D. Jazyk i mir cheloveka. — M.: Jazyki russkoj kul'tury, 1998. — 331s.
13. Miheeva N.F. Novye zadachi v oblasti obuchenija inostrannym jazykam/ N.F.Miheeva// Nauchnyj vestnik Voronezh. gos.arh.-stroit.un-ta. Sovremennye lingvisticheskie i metodiko-didakticheskie issledovanija. -2008.-Vyp.1 (9). S.112-119.