

<p>"Intercultural communication in the modern world";</p> <p>"Cultural stereotypes", "Interpersonal relations in intercultural context"; "Status of professionals", "Learning strategies"; "Time management in an academic environment", "Academic dress code", etc.</p>	<p>es (glossaries)</p> <p>materials ("Current incentives for personal development", "Performance criteria of professional activity"; "The role of the tradition in ensuring the quality of education"; "The need for censorship these days")</p>
	<p>text</p> <ol style="list-style-type: none"> 1) provide answers to the given questions (multiple choice); 2) search in a foreign language text for specific words (expressions) equivalents to the provided Russian ones (comparison); 3) stating the truth of statements (multiple choice); 4) drawing up the text plan (ordering abstract subtitles); 5) choosing the correct translation (multiple choice); 6) the correlation of causes and effects; 7) selecting a predetermined word translation in a definite context (multiple choice)
<p>sample lexical and grammatical exercises</p>	<ol style="list-style-type: none"> 1) insert the appropriate words in sentences (multiple choice). 2) correlating words (expressions) and their translation; 3) opening the brackets with the correct use of grammatical forms (translation).
<p>forum / chat discussions</p>	<p>sample topics for discussion</p> <p>"The success of intercultural communication: imitation and preservation of identity?";</p> <p>"More effective learning strategy: independent or team-based?";</p> <p>"Moral and ethical standards in the academic environment";</p> <p>"Norms and rules of etiquette and the problem of plagiarism"</p>
<p>work with audio texts</p>	<p>missing words</p> <p>statements in a logical sequence</p>
<hr/> <p>Theoretical module - lecture (review) materials</p> <hr/>	
<p>general scientific and highly specialized vocabulary, a bilingual glossary</p> <p>information search technology and reading strategies</p> <p>of research ideas</p>	<p>material</p> <p>publication of the forum report or the wiki document (thematic vocabulary, searching foreign language sources on the proposed theme using keywords)</p> <p>summarizing textual information, making recommendations for intercultural interaction with the representatives of a certain nation, the instruction on preparation and making academic presentations)</p>

Communication module - typical communicative situations and situational role-playing dialogues	
<ul style="list-style-type: none"> • motivation to obtaining MSc degree and performing scientific activities using a foreign language; • choosing a research topic, discussion of problematic issues or the text ideas, stating the practical and theoretical value of a text; • preparing for participation in international conferences and the establishment of contacts with organizing committees; • planning trips to conference, arranging travel and accommodation matters; • conducting scientific debate, discussion of practical and theoretical significance of ideas, tactics of public speaking and conflict solving 	<ul style="list-style-type: none"> • analyzing sample dialogues in particular situations of communication (eg, "Finding a place of foreign training and clarification of internship conditions"; "Clarification of the conditions of participation in foreign conferences"; "Establishing contacts with the organizing committee of a conference"; "Preparing and making an academic presentation"; "Scientific debates and conflict solving". • lexical and grammatical exercises based on the materials of similar dialogues (filling gaps in a dialogue, restoring the missing remarks and replies); • preparing a monologue (dialogue) for the proposed situation (case solving) • analyzing communication errors of verbal behavior (case solving)
Practical training part	
<ol style="list-style-type: none"> 1. Selection of key words to search for information on a particular issue (topic) 2. Search and selection of relevant material on the issue (topic) in a foreign language in the Internet (based on appropriate key words) 3. Referencing texts and making an analytical review 4. Compiling a terminological vocabulary (glossary) based on the examined texts 5. Preparation of the presentation reflecting the research results, its voice dubbing, recording, and uploading in the training portal for the presentation and discussion in a webinar (a round table). 	
Discussion of results - group discussion or individual review	

Conclusion

The proposed Learning design (Conceptual map) is in many ways incomplete but we suppose that practicing educators may use its separate components “to assist with designing and implementing effective teaching and learning activities, where the effectiveness is ultimately measured in terms of learning outcomes rather than teaching inputs. For most educators, this means using a wide range of teaching and learning approaches depending on what is most effective in their context. And to the extent that sharing learning designs helps educators to adopt new, effective teaching and learning methods, then ultimately student learning will improve” (Dalziel, 2016).

However, practical approbation of a sample course has shown a number of specific problems, the ways of overcoming them are yet to be found, namely:

1) the lack of direct interpersonal interaction between the teacher and students, the prevalence of mediated communication in a written form (commenting on assignments, questions and answers in a forum or chat format, e-mail correspondence), which makes certain psychological difficulties and often forms a wrong profile of the teacher in the students’ eyes (too much demanding, concentrated only on his/her subject, biased in estimates), as well as vice versa (students may seem irresponsible, unreliable or requiring special attention). Part of the problems can be solved by organizing webinars that allow to communicate in a "live" format, but alongside with technical difficulties, is not always possible to appoint time convenient to all participants;

2) different start level of knowledge and skills of students and problems in differentiating tasks provided by the course content. Again, despite the fact that the task is not to suppress the desire to learn of "weak" students while allowing "strong" ones to further develop their skills, the best option is the differentiation of tasks into compulsory and optional that can be performed at the students' discretion only;

3) difficulties in ensuring totally independent work of students, because they perform their assignments in a remote and predominantly asynchronous mode. In fact, there is no guarantee that the tasks are done entirely independently without resorting to a third party assistance. This problem can be solved with the help of webinars, but they do help to completely control all kinds of speech activity to achieve the goal prescribed in the course learning outcomes;

4) the complexity of ensuring scheduled studying of the course materials, as the block approach is not very appropriate and productive in the study of a foreign language, so courses are typically extended for the whole semester. As our experience shows, about 30-40% of the students do not adhere to the planned schedule of work, which is caused, first of all, with a necessity to concentrate on several subjects simultaneously.

5) due to the previous fact it is still not entirely clear how to ensure adequate evaluation of the students' outcomes. There is a need of a system of assessment which could help teachers to progress and monitor language development. The processes, which take place in the educational industry lately, require strengthening of efficiency of control system after educational-educative activity of students (Dinayeva et al., 2016). Nowadays, teachers are given too much freedom which causes a lack of systematization or direction in their work (Birova, Klimova, & Kalugina, 2016). On the one hand, it is possible to take into account the timeliness of task submission and the consequent possibility of their self-revision and mistake correction, while the late task submission leads to their assessment only "by their merits", thus eliminating the possibility of improving the results. However, it so happens that the late task submission can be accompanied with a high degree of responsibility and show obvious progress in learning. In any case, without personal interaction between teachers and students, any 'lowered' evaluation by the teacher may be perceived by students as injustice and partiality in the assessment, which may decrease their further motivation to work with maximum efficiency.

Thus, with many positive aspects and sufficiently broad potential of foreign language course implemented in a distance learning format, there are still a number of problems both inherent to any curriculum, and specific for a foreign language course, the solution of which is to reflect and analyze experience in designing similar courses including the foreign one.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Aleksei Yu. Alipichev is PhD, Associate Professor of Russian State Agrarian University - Moscow Agricultural Academy named after K.A. Timiryazev, Moscow, Russia.

Svetlana N. Khalevina is PhD, Associate Professor of Financial University under the Government of the Russian Federation, Moscow, Russia.

Anna A. Trubcheninova is PhD, Associate Professor of Moscow Aviation Institute (National Research University), Moscow, Russia.

Anna N. Fedulova is PhD, Associate Professor of Moscow Aviation Institute (National Research University), Moscow, Russia.

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